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ABSTRACT

In order to assess the need to improve graduate programs for prospective and present community college teachers, the National Board on Graduate Education sponsored an invitational conference in November, 1974. Conference participants were drawn from each of three sectors: community colleges, graduate schools of arts and sciences, and university schools of education. The conference was organized around 11 commissioned papers which make up the bulk of this volume. Participants addressed the issues raised in these papers during conference sessions, which grouped the papers according to: (1) current trends within community colleges that have created the concern for staff development; (2) responses to staff development needs, including responses in "non-traditional" settings; and (3) perspectives of graduate faculty, deans, and schools of education. Although conference participants agreed that improved university programs for community college staff development are needed, the practical questions of how to develop, administer, and finance such programs were left open. It is clear, however, that problems of staff development will require cooperative approaches involving both the university and the community college. The necessary resources for successful programs are present in the two institutions, not in either one alone. (NHM)

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Graduate Education and Community Colleges:

Cooperative Approaches to Community College Staff Development

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Proceedings of a Conference
November 11-12, 1974
Airlie, Virginia

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Foreword

The National Board on Graduate Education (NBGE) was established in 1971 by the Conference Board of Associated Research Councils* to provide a means for thorough examination of graduate education today and of its relation to American society in the future. In partial fulfillment of that task, four NBGE reports with recommendations have been published to date, and other Board reports are in process of completion.

In addition to the NBGE reports, several authored studies have been sponsored by the Board and issued in a separate publication series. These have served in some instances to undergird NBGE recommendations and have been distributed by the Board as scholarly contributions worthy of consideration by especially interested audiences. This report, the proceedings of a Board-sponsored invitational conference held in November 1974, is presented as a part of that series.

The conference grew out of extensive NBGE discussion about the need to improve graduate programs for prospective community–junior college (CJC) teachers and current CJC staff seeking further professional development. The Board noted that there existed no well-defined course of graduate study for preparing new community college faculty. Although many community college staff were actively seeking in-service training, few universities had developed programs directly responsive to the professional needs of this group. With financial assistance from the Lilly Endowment, Inc., NBGE convened the November conference for system-

*Composed of the American Council on Education, the Social Science Research Council, the American Council of Learned Societies, and the National Research Council.

atic discussion of the issues and problems in staff development. The conference proceedings are here issued as a basis for continuing discussion and study.

In organizing the conference, NBGE was fortunate to have the assistance of an advisory panel knowledgeable about the subject of community college staff development. Members of the panel were:

Allan M. Cartter (Chairman), Professor in Residence, University of California at Los Angeles
Ernest Anderson, Associate Professor of Higher Education and Coordinator of University–Junior College Relations, University of Illinois at Urbana
Elof Carlson, Professor of Biology, State University of New York at Stony Brook
Everett W. Ferrill, Professor of History, Ball State University
Maurice Mandelbaum, Professor of Philosophy, The Johns Hopkins University
Peter Masiko, Jr., President, Miami-Dade Community College
Richard C. Richardson, Jr., President, Northampton County Area Community College
William Toombs, Assistant Director, Center for the Study of Higher Education, The Pennsylvania State University

The panel met in May 1974 to decide the conference format, select authors for the prepared papers, and develop a list of invited participants. Panel members also reviewed the sections of this report written by the editors after the conference (Chapters 1, 13, and 14) and endorse these sections as representing their own views.

We commend this report to community college and university faculty members, department chairmen, administrators, and others concerned with community college staff development. We hope that the record will serve as a catalyst for the development of new and more responsive graduate programs in this area of education.

DAVID D. HENRY, *Chairman*
National Board on Graduate Education

May 1975

Preface

Meeting in May 1974, the conference advisory panel[1] identified three groups critical to the successful development of preservice and in-service programs for community college staff development: community colleges, graduate schools of arts and sciences, and university schools of education (or departments of higher education). Within each group, the views of both faculty and administrators were deemed essential. The panel agreed that the invitational conference should be limited to approximately 30 people, with 10 faculty and administration representatives drawn from each of the three sectors.[2]

The conference was organized around commissioned papers distributed to all participants in advance. These papers (Chapters 2–12) constitute the bulk of this volume.[3] Participants addressed the issues raised in these papers during four conference sessions.

Session I described current trends within the community colleges that have created the concern for staff development (papers by McCabe and Smith, Harcleroad, and Cartter and Salter). In Session II, a variety of responses to staff development needs were discussed, including responses in "non-traditional" settings (papers by Fader, O'Banion, Collins and Case, and Tillery). The perspectives of graduate faculty, deans, and

[1] Members are listed in the Foreword.

[2] A list of participants is included as an appendix to this volume.

[3] A "brief" reviewing the literature on the subject of community college teacher preparation was developed by the ERIC Clearinghouse for Junior Colleges, UCLA, and distributed at the conference. The brief, entitled "Community College Teacher Preparation," is available through the ERIC system.

schools of education were developed in Session III (papers by Phillips, Green and Hellstrom, Sparks, and Haskew). Session IV opened with summaries by Toombs, Perea, and Taylor of the main lines of discussion in the first three sessions, and the balance of that concluding session was devoted to the next step—ways to build on this conference.

We are indebted to the advisory panel, under the chairmanship of Allan M. Cartter, for thoughtful assistance at each stage of project activity and to the National Board on Graduate Education for sponsoring the conference and this publication. In particular, Board members Richard C. Richardson, Jr., Maurice Mandelbaum, and Everett Ferrill were instrumental in directing the Board's attention to the issue of community college staff development.

A special note of thanks is due Mark Nixon, Administrative Assistant to the Board, who participated in all panel and editorial meetings, oversaw conference arrangements, and worked closely with the editors in preparing the proceedings manuscript for publication. His substantive contribution to the report's *Introduction* is especially appreciated. Harriet Hudson provided editorial assistance, and Sandra Matthews assisted in preparation of the manuscript.

The staff of the Center for the Study of Higher Education at the Pennsylvania State University deserves recognition for administrative and coordinative support of the project. Gary McGuire, research assistant at the Center, taped and transcribed the conference discussions.

Finally, we appreciate the financial support of the Lilly Endowment, Inc., that made the conference and this publication possible.

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Graduate Education and Community Colleges:

Cooperative Approaches to Community College Staff Development

1 Introduction and Highlights

The National Board on Graduate Education conference on cooperative approaches to community college staff development was a unique national attempt by representatives from graduate arts and sciences departments, community colleges, and schools of education to discuss in detail the contributions each sector can make to the preparation and continuing professional development of community college faculty. The conference followed a period of intense debate on this topic by constituent members of the American Association of Community–Junior Colleges (AACJC) and by others concerned with policy in community colleges.[1] During this same period, the declining labor market for Ph.D.'s and the changing national priority accorded to research had prompted many graduate faculty members to reconsider the structure and content of graduate degree programs in order to meet new needs. The time was right to assemble representatives from the universities and the community colleges to discuss the possibilities for cooperative approaches to these related concerns.

The advisory panel, established to plan the conference,[2] identified several reasons why community colleges might look to graduate schools

[1] Roger Yarrington (ed.), *New Staff for New Students: Educational Opportunities for All*, Report of the 1973 Assembly of the American Association of Community and Junior Colleges (Washington, D.C.: AACJC, 1974); Edmund J. Gleazer, Jr., *Project Focus: A Forecast Study of Community Colleges* (New York: McGraw-Hill, 1973); David S. Bushnell, *Organizing for Change: New Priorities for Community Colleges* (New York: McGraw-Hill, 1973); Terry O'Banion, *Teachers for Tomorrow, Staff Development in the Community–Junior College* (Tucson: University of Arizona Press, 1972).

[2] Members are listed in the Foreword.

for assistance in staff development, but also noted some obstacles to cooperation. Factors supporting cooperation include:

- The enormous human and material resources within the graduate schools;
- The fact that prospective community college faculty members typically undertake some graduate study;
- Community college promotion policies that reward faculty who undertake further advanced study;
- Strong ties between many community college faculty and the graduate schools where they completed their degrees.

Obstacles include:

- Unsuitability of many graduate programs for the continued professional growth of community college faculty, particularly in those graduate programs focused exclusively on disciplinary research rather than on improved ways to teach the subject;
- Perception within community–junior colleges of graduate school indifference to the mission, philosophy, and aspirations of 2-year institutions;
- Difficulties in restructuring graduate programs to include courses needed by community college faculty and to waive some course and residency requirements.

The advisory panel observed that the priorities of community colleges and graduate schools often conflict. Community colleges want faculty members who are well prepared in teaching and interpersonal skills, well rounded in general learning, and well trained in a particular discipline, in that order, while graduate school priorities are just the reverse, with prime emphasis on disciplinary competence.

The rapid growth and diversification of the community college movement helps to explain the need for both preservice and in-service programs for staff development. In 1950, community–junior colleges had a combined enrollment of 218,000 and employed approximately 15,300 faculty. By 1974 the number of community–junior colleges had roughly doubled, enrollment had soared to 3.5 million, and over 164,000 faculty were employed. Although all of higher education expanded rapidly during this period, community colleges were by far the fastest growing sector, increasing from 11 percent of total higher education enrollments in 1952 to 35 percent by 1974. Although the growth rate of community colleges (as of all higher education) has slowed considerably in recent years, over 50,000 new faculty hires are projected in these institutions over the 15-year

period to 1990 [Cartter and Salter].[3] Consequently, both preservice programs for new faculty and in-service programs for current staff are needed.

As community colleges have grown and evolved, they have broadened their mission to include an expanding community service component and have actively sought new clienteles, including the elderly, various community service employees (in firemen and police training programs, for example), and prison inmates [McCabe and Smith, Harcleroad]. These new students often require different approaches to teaching—extensive and individualized attention; programs that are flexible in time and are offered outside the campus environment; and the use of new curricular materials, frequently programmed or heavily dependent on audiovisual equipment [McCabe and Smith]. Many of these students enroll in courses with no intention of completing formal degree requirements, while others, after completing a bachelor's degree, enroll in search of specialized training for a particular job or to fulfill course prerequisites for graduate programs [Harcleroad].

Graduate schools have responded to requests for more emphasis on teaching skills by creating new degree programs (Doctor of Arts, Master of Philosophy) that seek to provide both rigorous training in a discipline and the requisite pedagogical skills. In many cases, though, these new programs have simply added a course or two in teaching methods to the traditional graduate requirements, and the result has met with uneven success as preparation for community college teaching. In other universities, the D.A. program has tried to accomplish too much, by combining a Ph.D. program with a degree in education, thereby making greater demands on graduate students than the traditional Ph.D. programs. A relatively new degree option, D.A. programs are still in the experimentation stage [Fader].

In the absence of suitable in-service programs in established graduate schools, many community college faculty have turned to other institutions. A number of "instant universities," staffed by faculty from existing colleges and universities on a part-time basis and offering personalized and flexible programs, have attracted many community college faculty; while other institutions, offering advanced credentials and special emphasis on interdisciplinary or human relations programs, also find strong support [O'Banion, Tillery].

Another community college response is the development of "in-house" staff training programs. These range from one-time speakers or seminars to coordinated induction programs to help new teachers adapt their graduate training to the community college setting and to introduce new

[3] Bracketed references in this chapter are to conference papers contained in this report.

staff to the mission and philosophy of the community college [Collins and Case]. On a larger scale, the AACJC at its 1973 Assembly called for establishment of regional training centers staffed and administered outside existing universities. The call for centers specifically and solely designed for community college staff is testimony to the community colleges' view that graduate education's efforts have not been sufficient and that the problem is urgent, but the regional center idea faces several obvious problems. The centers would be expensive to establish, would tax the resources of the community colleges, and would duplicate resources that exist in many universities (although graduate schools would need to reorganize those resources to serve community college faculty).

How have graduate schools responded to needs expressed by community colleges? In several instances they have responded by offering new programs of the type community colleges request. Particularly in state universities, instances of cooperation between graduate faculties and community college faculties in addressing these needs can be cited [Green and Hellstrom]. In other cases, graduate faculty express uncertainty about how faculty needs in community colleges differ from those of faculty in other institutions, and point to progress being made in the development of curricula and teaching materials of potential value to community colleges [Phillips]. Still others call attention to the financial constraints now faced by graduate schools and are wary lest the graduate schools commit themselves to new programs designed for community college faculty that cannot be supported in the longer run [Sparks]. Finally, some view the university schools of education as a possible intermediary between community colleges and graduate departments in further strengthening cooperation and speeding the development of needed programs [Haskew].

The question of graduate school involvement in community college staff development is not one of "whether," but of "how" and "how much." Obstacles are real but are not, as this conference attested, due to a lack of concern or good will. The following highlights from the conference discussion are offered as a starting point for further consideration and for action.

HIGHLIGHTS

- Community–junior colleges increasingly need faculty members with specific skills: flexibility to deal with students from widely varied and diverse backgrounds; excellent teaching ability, based on an adequate knowledge of subject matter; and an understanding of the evolving role of

the community college as an institution and of the local community in which the college is located.

- Many graduate schools have taken more interest in community college staff development than those in community colleges often realize. In some instances, however, this activity has not been well focused or clearly articulated with the needs of the community college.
- Although subject matter competence was deemed adequate and not a source of concern for new community college staff members, the need to update existing staff through in-service programs is a serious concern.
- Many community college administrators believe that graduate schools turn out "half-persons"—people well trained in the academic discipline, but lacking in human relations and teaching skills. Such "half-persons" are not effective teachers in the community college setting, and this accounts for much of the community colleges' resistance to hiring Ph.D.'s.
- Numerous areas were identified where a lack of communication contributes to perpetuation of stereotypes and other misunderstandings. Community college administrators talk primarily with professors of higher education, while community college faculty talk primarily with their faculty counterparts in the university. University faculty need more firsthand knowledge of the community colleges, an end possibly obtainable via faculty exchanges. Needed preservice and in-service programs for staff development are often ineffectively described to university personnel. To meet the needs of community colleges, more cross-discipline communication is essential.
- Problems of staff development require cooperative approaches involving both the university and the community college. The necessary resources for successful programs are present in the two institutions, not in either one alone.
- Improved university programs for community college staff development are needed. The questions now demanding attention are how to develop, administer, and finance cooperative programs. Where should such programs in the university or community college be lodged? How should the burden of cost be distributed among university, community college, and the persons receiving the training? These practical questions will have to be addressed at the local and regional levels through follow-up activities to this conference.

2 New Programs and Practices and Desirable Faculty Competencies and Attitudes

Robert McCabe and Cynthia M. Smith
MIAMI-DADE COMMUNITY COLLEGE

Any change in the community college environment affects the faculty. In this paper, we discuss new learning programs and the skills, competencies, and attitudes appropriate for community college faculty.

We conducted two surveys. The first, carried out in two stages, concerned new programs and practices.[1] A panel of eight community college deans and presidents was asked to indicate new learning programs and practices in community colleges. From items supplied by the panel, as well as additions from the literature, a composite list was developed. This list, mailed to the presidents of 39 large community colleges, formed the basis of the first survey: Respondents indicated whether the programs and practices listed existed in their institutions and whether they believed that these practices would increase. They were also asked to add any items that they felt should be included. Thirty-seven presidents responded to the survey.

The second survey, concerning desirable skills, competencies, and attitudes for community college faculty, was also conducted in two phases. A seven-member panel of faculty leaders and administrators who employ and supervise community college faculty, was interviewed in depth. All items identified by the panel were compiled, creating a list of

[1] A review of the literature on developing programs, practices, and related studies showed Gleazer's *Project Focus* to be the most important source of data. Gleazer, president of the American Association of Community and Junior Colleges, spent a year examining such practices in community colleges throughout the country. Other studies were relatively limited, although reports of individuals practices were abundant. See Edmund J. Gleazer, Jr., *Project Focus: A Forecast Study of Community Colleges* (New York: McGraw-Hill, 1973).

desirable skills, competencies, and attitudes for community college teaching faculty. This list was reviewed by eight community college administrators for proposed additions. All ideas suggested by either group were included in the final list. The list was distributed to 74 community college professionals—department heads, deans, and faculty leaders, with the majority being department chairpersons. They were asked to indicate their attitude toward each of these characteristics by marking each as either very desirable, desirable, of marginal value, or undesirable. They were limited to no more than five selections as "very desirable." Seventy-two community college professionals responded to the survey.

THE CHANGING COMMUNITY COLLEGE

The American junior college, instituted at the turn of the century, grew rather slowly until World War II. These institutions, which stressed the primary function of the first 2 years of a baccalaureate program, were often single-focus institutions, providing preparation for one specialty.

Significant change occurred after World War II. A grateful nation wanted to provide something of real value to the returning GI's, and access to higher education was made available. The attainment of a college degree was a great dream for millions of American families. GI's returning from the war flocked to colleges and, in many instances, became the first in their families to seek higher education. The decision to expand access to higher education had an ideal match. The substantial wartime technological developments were being applied to peacetime industries, and the expansive economy welcomed the talents of this new college generation. Jobs were provided in volume for technically and professionally trained personnel. In short, college education was seen as the road to success.

Enrollments in higher education more than quadrupled in a 20-year span. The community college was ideally suited for such rapid expansion, providing opportunities for technical as well as professional education. Thus, the expansion of community colleges through the 1950's and 1960's outpaced the dramatic growth in other sectors of higher education.

The concepts of the open-door policy and the comprehensive community college were crystallized during the 1960's.[2] The institutions visualized themselves as having two tracks—the first two years of baccalaureate programs and the two-year technical programs. In addition, some recognition was generally given to a community service requirement. The

[2] Burton R. Clark, *The Open Door College* (New York: McGraw-Hill, 1960).

emphasis, as in all higher education, was on career preparation, in this case, either professional or technical. One of the driving forces of the access revolution had been the insatiable need of American industry for more competent personnel. Community colleges were viewed as preparing people for life, preparing people for work opportunities.

Concern for lifelong education or for programs designed without occupational objectives was relatively limited. The mission of community colleges was seen primarily as preparing persons for direct entry into employment, preparing persons for transfer to upper division institutions, or, in many cases, providing a screening function for baccalaureate programs.

Despite its successes, the open-door policy of community colleges created considerable concern. Dropout rates were high, and little research was conducted to indicate why. Skepticism continued concerning the impact this policy would have on the quality of educational programs.[3] Many in higher education worried that the value of the credentials issued by colleges would be diminished and that attention to less well-prepared students would negatively affect the "normal" college students.

Despite the problems of the open door, enrollment continued to grow, and as it grew, the student population became more heterogeneous. Like any enterprise experiencing success—and the expansion of community college enrollment was vivid evidence of success—substantive changes in practice did not take place. Community colleges were busy just trying to accommodate the flood of new students.

The 1950's and 1960's witnessed substantial change in American society, and the successful formula of the comprehensive community college became less in keeping with the needs of society. In the late 1960's, public attitudes of disillusionment with higher education became evident and the community colleges found themselves in a dramatically changed setting. Almost overnight, the halo had slipped, and the institutions that had been the beneficiaries of unprecedented growth in public support found themselves facing antagonistic legislatures and wondering how they could maintain the ground that had been gained. In the early 1970's, the community colleges were losing financial support and, in many cases, experiencing declining or stabilized enrollments.

It now appears that this period of hardship may, in the long run, prove of great benefit to community colleges. With less pressure to increase enrollment and considerable concern to maintain the current enrollment, community colleges have been making substantive changes in the form and scope of the services they provide. They are seriously concerning

[3] Amitai Etzioni, "The Policy of Open Admissions," *New Teaching–New Learning* (San Francisco: Jossey-Bass, Inc., 1971).

themselves with developing learning arrangements that are designed with the idea that each individual has his own needs, his own base of experience and competencies, and that learning programs should be arranged to suit the individual. The personalization of instruction has become an important goal.

To many, the idea of the open-door admission policy in community colleges is too radical to accept. Yet, during the current troubled period for higher education, perhaps in response to decreasing or stabilizing enrollment, community colleges have been examining the needs of their communities and have been quietly redefining the open door. New programs, tied directly to immediate community needs, are developing rapidly. The array of new programs ranges from health clinics for the underprivileged to pre-employment and in-service education for firemen to programs for incarcerated persons. Many of the new programs are not concerned with career preparation, but with personal development—not education for life but education as an ongoing and integral part of life. Lifelong learning is gaining increasing attention, and this seems right for this time in our history. Gleazer notes the beginning of the trend in several ways. First, community colleges are becoming more community-based, more oriented to performance than to credentials. Second, community services are expanding from a sector or department of colleges to represent the total stance of the colleges.

Through the period of the access revolution, community colleges continued to open their doors to more and more students, and the increasingly diverse student bodies required more diverse programs and learning arrangements. This experience put community colleges in an ideal position to further diversify and to redefine the open-door policy. These changes seem to have fully taken root. Today there is considerable optimism among community college personnel concerning enrollment. It may well be that the community colleges have begun a "second access revolution."[4]

LEARNING PROGRAMS AND PRACTICES

The survey responses to new learning programs and practices are shown in Table 1. The programs and practices appear to form two clusters: those that provide services to individuals previously not served and those that relate to the form of the learning program. There is considerable evidence of the redefined open door and the increasing commitment of the

[4] Clyde E. Blocker and others, *The Two-Year College: A Social Synthesis* (Englewood Cliffs, N.J.: Prentice-Hall, 1965).

TABLE 1 New Learning Programs and Practices in Selected Community Colleges

Program or Practice	Number of Colleges Reporting	
	Existence of Program or Practice	Projected Increase
1. Programs for the elderly	36	34
2. Special services for underprepared	36	28
3. Occupational programs organized on a ladder or lattice basis	35	32
4. Continuing education (lifelong learning) for personal enrichment (no occupational objective)	35	32
5. Upgrading and retraining programs for specific industries or companies	35	32
6. Early admission of advanced high school students	35	28
7. Individual learning	35	33
8. Programs for persons who have not graduated from high school	34	26
9. Credit based on external examinations (e.g., College-Level Examination Program—CLEP)	34	28
10. Use of course or program objectives by faculty	34	32
11. Audiotutorial learning programs	34	30
12. Credit based on institutional examination	33	27
13. Small-group learning	33	27
14. Cooperative education career programs	32	33
15. Interdisciplinary courses	32	25
16. Pre-employment education or training for specific companies or industries (e.g., police rookie training)	32	25
17. Large-group learning	31	26
18. Multimode learning arrangements (e.g., combination large-group/individualized study)	31	26
19. Modular courses	29	30
20. Outreach center(s) in low-income area	29	25
21. Outreach counseling services or centers	29	26
22. An organized learning support program for students experiencing difficulty	29	26
23. Peer counseling	27	22
24. Systems approach to learning	27	23
25. Variable time for completion of courses	27	25
26. Special programs for women	27	21
27. Programs for the incarcerated	26	25
28. Student self-directed learning	26	18
29. Computer-assisted learning	24	20
30. Germane credit or advanced standing (e.g., recognizing work in a high school career program for credit or advanced standing)	23	18
31. Use of learning contracts	23	18
32. Special programs for the handicapped	21	19

TABLE 1 New Learning Programs and Practices in Selected Community Colleges (Cont'd)

Program or Practice	Number of Colleges Reporting	
	Existence of Program or Practice	Projected Increase
33. External credit programs	21	24
34. External credit utilizing television	21	22
35. Cooperative program with other educational institutions (e.g., a program where laboratory courses are in one institution and academic courses in another)	20	16
36. Student involvement in community service (for credit)	20	17
37. Variable credit for courses	19	16
38. "Prescription" assignments	19	17
39. The use of learning styles in planning learning experiences	19	17
40. Simulations or gaming in learning programs	19	15
41. Clinics providing services to the public (e.g., dental clinic)	18	15
42. Credit for life experience	14	15
43. Computer-managed learning	14	15
44. External credit utilizing mail and print materials	13	16
45. Research-based learning programs	11	10
46. Peer teaching	10	10
47. PSI (personalized system of instruction, the Keller plan)	10	12
48. Programs for the mentally retarded adult	8	10
49. External credit utilizing radio	7	12

institutions to provide services appropriate to any adult constituents. Thirty-six of the 37 report programs for the elderly and special programs for underprepared; eight have programs for mentally retarded adults. More than half of the 37 institutions reported programs that illustrate increased expansion of the open door—for example, special services for the underprepared, early admission of advanced high school students, special programs for women, and special programs for the handicapped. It is clear that the population served by the community colleges continues to become more diverse.

The responses give evidence of greater concern for students: Programs are organized on the basis of what is good for students rather than what is easy for institutions. Many approaches may place constraints on institutional decision-making, but have proved practical and useful to the student. There are practices designed to personalize the education program or to provide effective learning for the very heterogeneous

student population. Examples of these would be individual learning, interdisciplinary courses, peer counseling, computer-assisted learning, and external credit utilizing television.

Table 1 also shows the perceptions of the 37 presidents with regard to the increase in the new programs and services. Fifty percent or more of the presidents projected that 31 of the 49 new programs or practices would expand; in no case did fewer than 10 presidents project expansion in a new program or practice. Programs expanding the open door were highly rated in terms of their potential for expansion. There is a definite diversity among the institutions. Two institutions reported having 45 of the new programs and practices; all but two reported having more than half of them.

DESIRABLE SKILLS, COMPETENCIES, AND ATTITUDES FOR COMMUNITY COLLEGE FACULTY

With the increasing diversity of programs and the redefining of the open door, faculty tasks are becoming increasingly more complex and demanding. After extensive interviews with community college personnel, Gleazer notes that "Community college faculty are confronted with an impressive set of demands: Learn how to teach, keep up in your field, study sub-cultures, and change your attitudes toward students and the academic process."[5]

The commitment of the colleges clearly seems to be to provide services to an increasingly disparate student population in an increasingly personalized way. This is illustrated by a charge recently given to community college faculty in a workshop on instruction. They were charged with personalizing instruction

> . . . That is, developing a system which organizes conditions for learning built around the elements of objectives, assessments, student and faculty characteristics, learning style and environment, so that each student is permitted and encouraged to work at a rate, in a style, and at a level that is commensurate with his/her abilities, entering behavior, interests, learning styles and needs.

It is no wonder that one faculty member responded to our survey that a "desirable skill is the ability to walk on water."

Table 2 shows the reactions of 72 community college administrators and faculty leaders. They were asked to respond to each item but to mark "very desirable" for not more than five of the items. Of interest are the many skills, competencies, and attitudes rated as more desirable than discipline preparation.

[5] Gleazer, *op. cit.*

TABLE 2 Desirable Skills, Competencies, and Attitudes for Community College Faculty as Identified by Selected Administrators and Teaching Faculty

Skills, Competencies, and Attitudes	Very Desirable	Desirable	Marginal Value	Undesirable
1. Has a genuine interest in students and is committed to helping all people learn	52	18	0	1
2. Committed to the open-door philosophy and to working with a more complex student body	44	23	4	0
3. Good interpersonal skills—the ability to be open, listen nonjudgmentally, give nonthreatening feedback, etc.	42	27	2	0
4. Flexible—willing to re-evaluate ideas and adjust to changing conditions	40	30	0	0
5. Strong interdisciplinary or multidisciplinary preparation and the ability to apply it at the instructional level	32	31	7	0
6. Knowledgeable in area of human psychology—understanding needs, motivations, etc.	27	43	3	0
7. Proficient in defining learning objectives for specific programs	27	39	5	0
8. Proficient in developing and examining alternative plans or strategies for specific programs	26	38	9	0
9. Has a high energy level and willing to put in the time and effort necessary to complete tasks	24	45	2	0
10. Possesses "learning design" skills or the ability to understand, design, and implement a disciplined process of inquiry	21	38	13	0
11. Knowledgeable concerning American society, with emphasis on current trends and problems	19	48	7	0
12. Knowledgeable concerning learning theories and learning research	19	42	9	0
13. Strong preparation in a single discipline	16	35	21	5
14. Knowledgeable concerning technology in learning	13	49	8	0
15. Understands the total educational system, including administrative functions	10	42	19	1

TABLE 2 Desirable Skills, Competencies, and Attitudes for Community College Faculty as Identified by Selected Administrators and Teaching Faculty (Cont'd)

Skills, Competencies, and Attitudes	Very Desirable	Desirable	Marginal Value	Undesirable
16. Competent in research, measurement, and evaluation	7	49	16	1
17. Preparation in logic—to assist learning about critical thinking and analysis	7	41	24	1
18. Knowledgeable concerning the history and philosophy of education	2	26	40	1
19. Demonstrated research proficiency in a discipline	1	24	41	8

This is consistent with the changing nature of the institution and the commitment to the development of the individual and the personalization of instruction. We also believe that it reflects a frustration on the part of those surveyed. In selecting new faculty, there is little problem finding persons who have adequate discipline preparation, but the other competencies often have to be developed by the institution after employment.

With regard to discipline preparation, 32 persons considered strong interdisciplinary or multidisciplinary preparation and the ability to apply it at the instructional level as "very desirable," while only half as many considered strong preparation in a single discipline as "very desirable"; 21 indicated that it was of "marginal value"; and 5, "undesirable."

The skills, competencies, and attitudes identified and rated highly by those surveyed appear to cluster into several groups. One concerns the commitment to the community college and its philosophy. Interestingly, the two items in this cluster received the highest rating. A second major cluster concerns skills and competencies necessary in working with people. This seems quite consistent with the program emphases developing in community colleges. The three items in this cluster included the third and fourth most highly rated items. A third major cluster represented throughout is concerned with the design and implementation of the learning program. There are seven items that could be so classified, three of which were among the 10 most highly rated. The eleventh most highly rated item, "Knowledgeable concerning American society, with emphasis on current trends and problems," also appears in keeping with the goal of the community colleges to serve more directly the needs of American society.

The item, "Knowledgeable concerning the history and philosophy of

education" has the next-to-lowest rating; only two indicated this as "very desirable"; 40 considered it of "marginal value." This could well be related to the low opinion that so many assign to professional education courses offered by universities. The item receiving the least support is that of demonstrated research proficiency in a discipline. Only one person marked this as "very desirable," 41 considered it of "marginal value," and 8 considered it as "undesirable." Significantly, development of this competency is of prime importance to many graduate schools.

SUMMARY

The American community college has continued to diversify and to expand the concept of the open door to include an ever more heterogeneous student body: the elderly, incarcerated persons, mentally retarded adults, the handicapped, the underprepared, persons who have not yet graduated from high school, and many others. Institutions, having increased their emphasis on personal development and the individualization of the educational process, offer programs which include use of learning objectives, computer-managed instruction, modular courses, time-variable programs, multimode learning arrangements, variable credit, peer teaching, audiotutorial learning programs, and simulation. Prey to an increasingly demanding role, the faculty must be committed to work with all individuals and exhibit a willingness to give of one's self. As one panelist noted, "Faculty need the ability to give nonthreatening feedback and openness so that teacher and student reinforce each other, both verbally and nonverbally. Faculty need empathy for students." They must also understand learning theory and the application of that theory for use in the community college educational programs, as another panelist stated: "Educators need design skills. They should be able to break down their specific teaching area or discipline and put it back together. They should be able to understand, design, and implement a disciplined process of inquiry." Finally, the community college faculty member needs preparation in a discipline, and, preferably, preparation that is interdisciplinary in nature.

The data collected from the two surveyed groups are interrelated. The colleges report increasingly diverse programs and clientele, growing interest in individualization of learning programs, and greater concern for the personal development of individuals. The second survey group emphasized three primary clusters of skills and competencies as most desirable for community college faculty: commitment to the open-door philosophy in the broadest sense; skills and competencies necessary to work with people; design and implementation of the learning program.

To a great extent, the necessary skills and competencies for community college faculty are being developed on the job. The community colleges need improved programs—both in-service and preservice—to prepare faculty for their new roles. The task of designing an educational program that will develop the imposing list of desirable skills and competencies is awesome. Are American graduate universities willing to undertake the challenge?

3 Graduate Programs and Changing Community College Students

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My friend, Aunt Mary, recently celebrated her 104th birthday. If she had retired in 1932, at the age of 62, and a community college had been nearby, she would have been a student similar to many who are entering community colleges today. Are the community college instructors of 1974 prepared to provide appropriate educational experiences for a student of this type—one who can look forward to 42 years of enriched *life*, with ample leisure time and an inquiring, concerned, and productive mind? This single case is designed to illustrate the potential diversity of future community college student bodies. To meet the needs of this increasingly more varied group, significant readjustments are needed in graduate programs for both preservice and in-service education of the teaching faculty and the administrative leaders.

Proper planning of new or revised graduate preparation programs requires some prediction of the types of future community college students, their needs, and their numbers. In addition, the ongoing needs of our society need to be considered and programs adjusted or developed to meet both the needs of each student and of the overall society.

This constantly operating process has its perils. Prediction is often questionable and must be recognized as highly speculative, at best. Two fairly recent instances illustrate dramatically the changes that can take place and how badly our statistics can sometimes mislead us. For example, in Illinois in 1968, Master Plan Number III included a report of the Committee on Preparation of Junior College Teachers that predicted a need for 11,000 teachers of liberal arts and general education subjects to

staff the faculties of Illinois junior colleges from 1968 to 1980.[1] In addition, the committee foresaw the need for 6,360 additional teachers of technical subjects, plus "those who will be needed to replace those presently in service. . . ." Simultaneously, the net number of full-time-equivalent (FTE) students in technical programs was predicted to grow from 12, 589 to 68,986. And these predictions, which grossly overestimated present conditions, are only 6 years old.

Consider also, Daniel Yankelovich's findings in his recently published study.[2] Based on personal interviews of both college and noncollege youth, ages 16–25, he found great changes from comparable studies in the mid-1960's. Just a few examples will highlight the changes:

1960's: Violence on campus condoned and romanticized
1970's: Use of violence rejected

1960's: Campus search for self-fulfillment in place of conventional career
1970's: Campus search for self-fulfillment within a conventional career

1960's: Value of education severely questioned
1970's: Value of education strongly endorsed

1960's: Challenge to traditional work ethic confined to campus
1970's: Work ethic strengthened on campus; growing weaker among noncollege youth

The contrast in attitudes among current students, potential community college students, and those of 5 to 8 years ago is dramatic. Overall enrollment statistics in community colleges are just as dramatic.

A study by Froehlich[3] of 1973 enrollments in Illinois documents that growth in the 4-year institutions has plateaued and that it has slowed in community colleges (for 1971–1973) in a way that no one had predicted 4 years earlier. The Florida division of community colleges indicated the same pattern; although full-time enrollment dropped from 1971 to 1972, the actual head count continued to grow with an accelerated increase of part-time students. Annual head count as a percent of state population in

[1] William E. Simeone and others, *Preparation of Junior College Teachers*, Master Plan, Phase III (Springfield: Illinois Board of Higher Education, June 1969), pp. 2, 14, 10.
[2] Daniel Yankelovich, *The New Majority: A Profile of American Youth in the 70's* (New York: McGraw-Hill, 1974).
[3] G. J. Froehlich (ed), *Enrollment in Institutions of Higher Learning in Illinois* (Illinois: University Bureau of Institutional Research, University of Illinois, 1973).

Florida grew from 3.4 percent in 1968 to 6.2 percent in 1973–1974, indicating the colleges serve an increasingly larger proportion of the population. Nonetheless, full-time enrollment is not increasing at rates projected just a few years ago.

Despite prediction problems, some trends in community college student characteristics appear solid enough to serve as bases for planning adjustments in programs for the education of community college teachers and administrators. The remainder of this paper will deal with these two topics.

The most striking change, already noted, is the enormous increase in part-time attendance, coupled with the increase in older students. Garland Parker's annual study, "Enrollments in American Two-Year Colleges," highlights this change.[4] In one year there was a 20 percent rise in the 750 2-year colleges that reported data for his study, and "in the reporting institutions, part-time students comprised 52 percent of the total enrollment." Independent 2-year colleges experienced an overall loss of 1.4 percent that would have been even greater without a gain of 6.9 percent in part-time students. Church-affiliated 2-year colleges were down by 2.7 percent, but gained 18.8 percent in part-time enrollment.

Our abbreviated telephone survey of 20 persons throughout the United States provided preliminary informal, but informed, ideas regarding the changing student population in the community colleges. Those polled varied from a state director to deans and registrars. In New York State, part-time students appear to be increasing in metropolitan community colleges but not in rural community colleges. Graduates from 4-year institutions are entering a few highly specialized community colleges with special programs, such as Fashion Institute of Technology. In Florida, senior citizens are reported replacing younger students; new students, ranging from age 30 to 80, are part-time and nondegree oriented. In California a great increase was reported in part-time enrollments, which exhibited great diversity in age, culture, skill, and purposes for attendance. In Illinois and Iowa, many transfer students are entering community colleges, and among them are some already possessing bachelor's degrees from 4-year institutions. In some instances in the Midwest, there are reports of more women, more part-time students, more older students, and overall a more capable group of students, many of whom are basically interested in vocational programs. In the middle South, in Michigan, and in Texas, there are increasing numbers of veterans in evening programs, reverse transfers from 4-year colleges to community colleges, and special programs designed for more students from correctional institutions.

[4] *Intellect* (April 1974):461–462.

On the basis of this informal evidence a nationwide survey[5] requested data on these and other possible student enrollment developments in community–junior colleges. Data were secured from 571 community–junior colleges, primarily public institutions, throughout the United States. The responding representative institutions were distributed among the nine census districts as follows: New England, 7 percent; Mid-Atlantic, 10 percent; South Atlantic, 20 percent; East North Central, 17 percent; West North Central, 12 percent; East South Central, 7 percent; West South Central, 8 percent; Mountain, 6 percent; and Pacific, 13 percent. Data were gathered regarding (1) part-time students, (2) more mature students and their interests, (3) women, (4) minority students, (5) transfers from 4-year colleges, (6) graduates of 4-year colleges, (7) in-and-out attendance, and (8) proportion of students requiring financial assistance.

• *Part-Time Students* A huge majority (83 percent) of the reporting institutions have an increasing number of part-time students. This positive response ranged from 90 percent in the South Atlantic, 88 percent in the East North Central, and 85 percent in the Pacific to 71 percent in the Mountain and 74 percent in New England. Of those reporting an increase, 24 percent indicated it was small; 61 percent, that it was moderate; and 14 percent, that it was a large increase. Distribution of these reactions is visible in Figure 1. Overall, based on enrollment patterns and preliminary registrations, 89 percent expected the increase to continue in 1974–1975.

• *Mature Students and Their Interests* The responding institutions were asked if more mature students were enrolling in two specific groups: those age 25–55 and "senior" students over 55. In the 25–55-age group, 89 percent of the institutions indicated growth. In the over 55 area, 45 percent reported growth. Regional differences for both age groups are displayed in Figure 2.

While the regional differences are modest in the younger group, in the over 55 group the range was quite extreme: from 26 percent in New England to 64 percent in the Pacific. Interest patterns of mature students are summarized by region in Figure 3 for four basic categories: liberal arts, vocational, new careers, and hobby programs. Overall, institutions reported 37 percent of the increased number of mature students interested in cultural liberal arts courses, 55 percent in vocational courses to upgrade an existing career, 49 percent in vocational courses for new careers, and 40 percent in hobbies and special interests.

Throughout the regions the pattern of interests is similar, with "voca-

[5] Conducted by the author in October 1974 while serving as president of the American College Testing (ACT) Program and primarily supported by ACT.

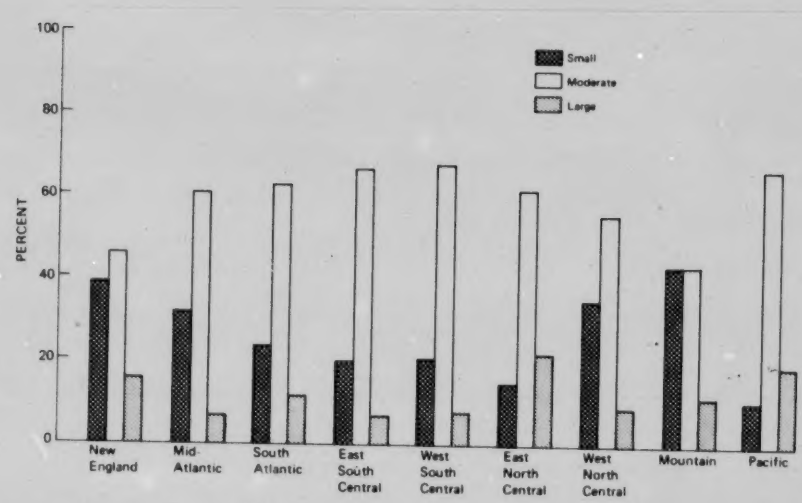

FIGURE 1 Is the increase of part-time students small, moderate, or large?

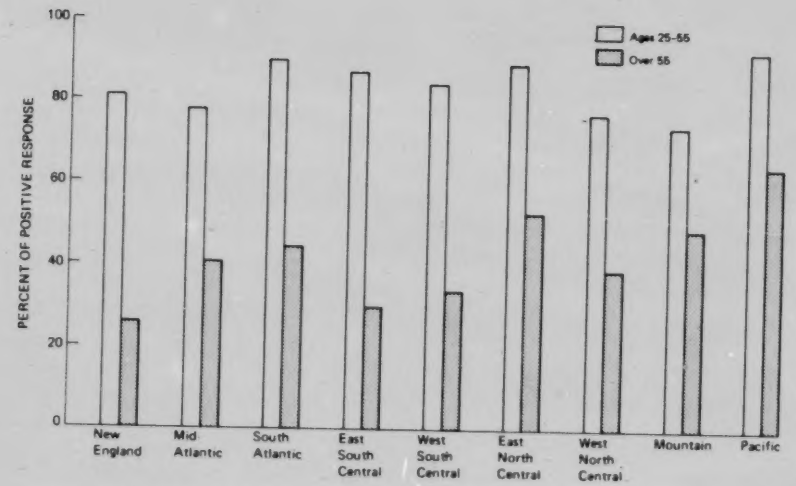

FIGURE 2 Are more mature students enrolling in the 25–55 age group, in the over 55 age group?

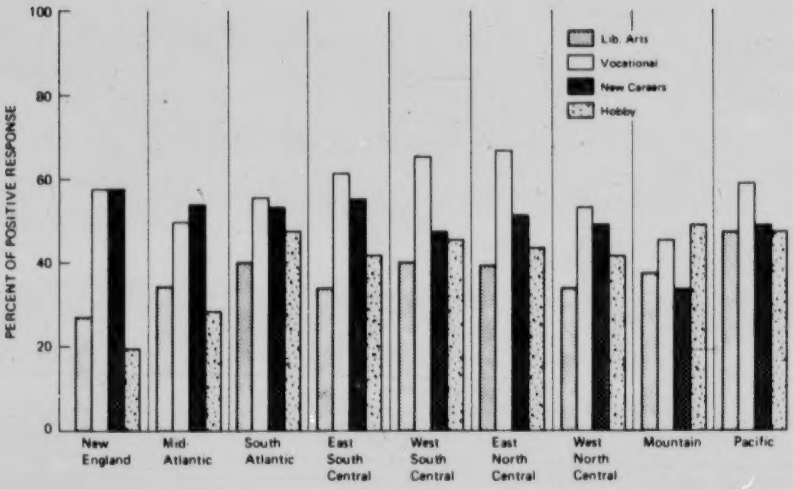

FIGURE 3 What are the curriculum interests of the mature students?

tional" and "new careers" offerings drawing the largest responses. The Mountain region proved a single exception; there, hobby interests drew the greatest number of responses. A low level of interest in education for personal enrichment that characterizes the two northeastern regions might be read as a statement of conservatism or utilitarianism in their traditional forms. Among all the regions no interest level can be dismissed as inconsequential, even though they do not show a major groundswell of new interests to be served.

• *Enrollment of Women* In the total response, 72 percent of the institutions reported greater female enrollment. Percentages ranged from 54 in the Mountain states and 62 in East South Central to 81 in the Pacific, 78 in West North Central, and 76 in New England. Although the numbers reporting increasing enrollment of women are significant, fully one quarter of the institutions had not noted any significant increase.

• *Enrollment of Minority Students* *Project Focus*, a major study of long-range goals of the nation's community and junior colleges published in 1972, gave particular attention to the study of student characteristics, including ethnic status. In the first project report, *A Report from Project Focus: Strategies for Change*, the investigators reported major changes in minority enrollments since 1969, when only 9 percent of the students identified themselves as minority group members. In 1971, "23 percent are

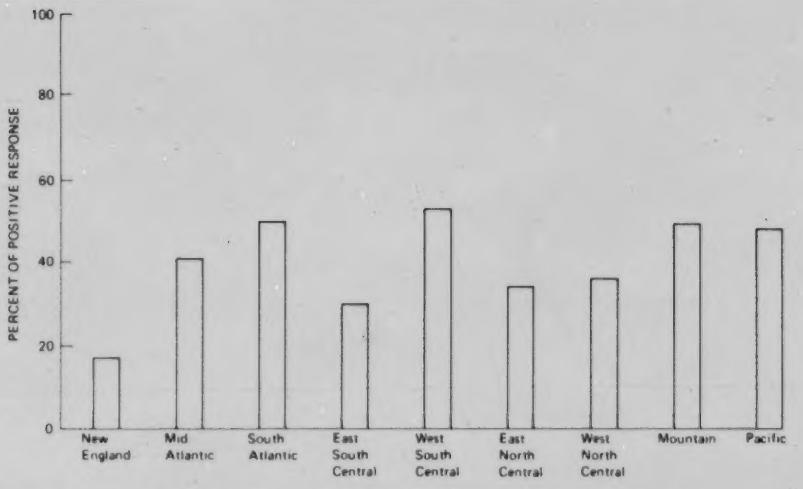

FIGURE 4 Is there a significant increase in minority enrollments?

black, 5 percent are of Mexican or Spanish-speaking heritage, 2 percent are American Indian, 1 percent are Oriental Americans and the remaining 69 percent identify themselves as Caucasians."[6] Although these data are questionable in that 15 percent of the student population sample did not respond, clearly sizable enrollment changes had taken place by 1971–1972. The results from the current survey should be interpreted with this background in mind. In answer to the question, "Are *significantly* more minority students enrolling?," 41 percent of the institutions responded that this was still true. Three percent, however, did not respond to the question, and 56 percent indicated "No." Considerable variation existed among the institutions in the various census regions (Figure 4).

• *Transfers from 4-Year Institutions* Obviously, "reverse transfer"—from 4-year colleges to 2-year institutions—is occurring, and probably increasing, at a rapid rate. For example, in the North Carolina community colleges in 1973–1974, 1,500 students went on from the community colleges to the 4-year institutions, while 1,300 students transferred from 4-year colleges and universities to the community colleges. The results of the current survey indicate that this is a widespread development, with 48 percent of the responding institutions indica-

[6] Edmund J. Gleazer, Jr., *Project Focus: A Forecast Study of Community Colleges* (New York: McGraw-Hill, 1973), p. 15.

ting it is happening in their institutions (Figure 5). The regional responses range from 30 percent in the East South Central to 37 percent in the Mountain states to significantly higher responses in the East North Central and New England areas, where it is true in 55 percent of the institutions.

• *Four-Year College Graduates* Students not only "reverse transfer" in the middle of a program but also go back to 2-year institutions after having received a degree. Overall response indicates that 44 percent of the institutions had an increasing number of students with bachelor's degrees enrolling in the 2-year community colleges (Figure 6). A very high percentage are there primarily for occupational programs. Evidently, the changing employment patterns of today have encouraged these students, quite possibly those with liberal arts degrees, to obtain a vocational skill. In New England, 100 percent of those institutions indicating greater bachelor's degree students bear out this observation. Most of the remaining regions indicate that 70–80 percent of the students are seeking occupational majors; this trend was less prominent in the Pacific (64 percent) and in West South Central (67 percent).

• *In-and-out Attendance* Regular, continuous attendance gave way to other patterns of attendance in many institutions, particularly during the 1960's. The current survey requested information as to whether in-and-out

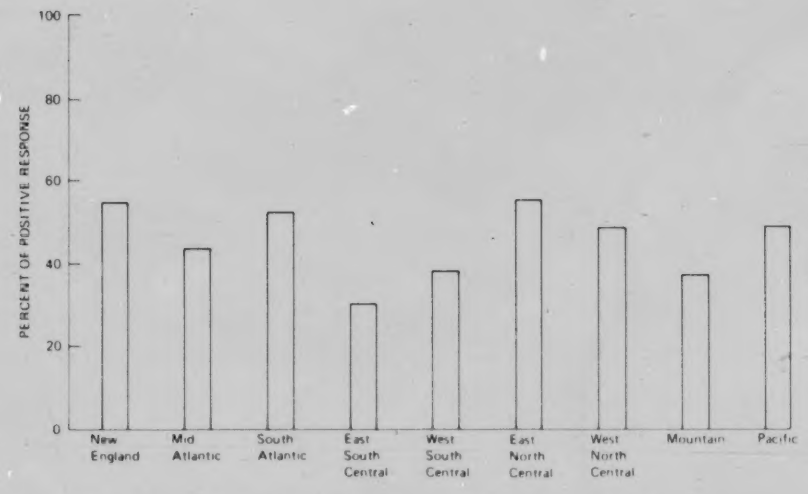

FIGURE 5 Is there an increasing number of transfers from 4-year colleges?

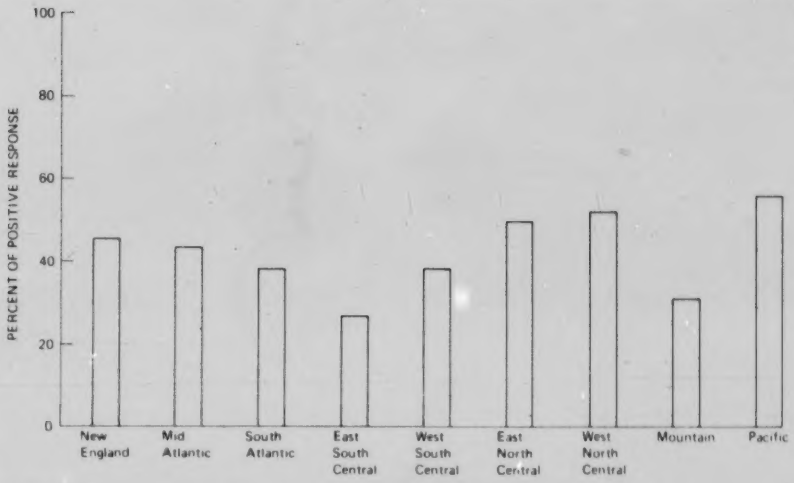

FIGURE 6 Is there an increase of students already holding baccalaureate degrees?

attendance is decreasing, the same, or increasing. The overall response to this question is somewhat mixed. Fifteen percent of the institutions did not respond to the question, by far the highest number of any of the questions. Of those who did respond, 5 percent indicated that in-and-out attendance is decreasing, 56 percent that it is the same as in the recent past, and 24 percent that it is continuing to increase. The ranges among the different regions are not extremely significant, although the East South Central region had 32 percent and the West North Central had 33 percent of the institutions report that it is still increasing. Thus, in-and-out attendance, resultant program adjustments, and preparation of faculty members able to work with this phenomenon remain a necessity.

• *Students Requiring Financial Assistance* Respondents indicated that need for financial help continues to grow in a significant number of community colleges (in 65 percent of the total). There is some regional difference, but all are high. West South Central (53 percent) and East South Central (54 percent) showed the lowest proportion of institutions indicating increasing student requirements for financial help. In the Pacific area the comparable figure is 72 percent; in New England it rose to 81 percent (Figure 7).

The figures reported from the national survey provide strong indications of continuing major changes in student characteristics in community colleges. Although there have been conflicting studies indicating both

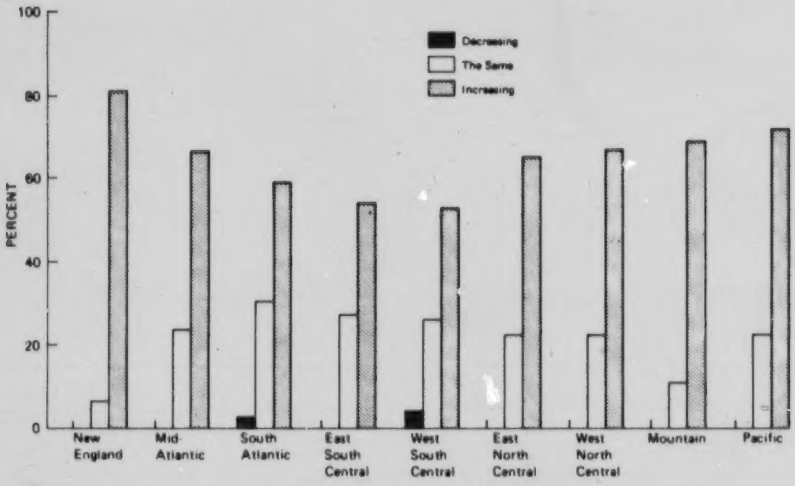

FIGURE 7 Is the number of students requiring financial assistance decreasing, the same, or increasing?

diversity and homogeneity of community college students, it appears clear that diversity is increasing, a trend likely to continue under increasing demands of divergent groups. For example, the Non-Traditional Community College Project survey (reported in April 1974) identified an additional 600,000 persons not currently enrolled in any institution of higher education in St. Louis as potential students.[7] Some wanted college credit (69 percent), some (31 percent) no credit, but most students wanted practical vocational subjects. A higher percentage of the students wanted to attend community colleges than has been true in some national studies, and 88 percent were willing to pay some of the costs. There were more women than men but they did not differ significantly in the ways in which they wanted to learn, preferable places for learning, or the reasons they wanted to learn. More men preferred evenings for classes than did women and both were interested in counseling and possible use of learning centers.

Before considering changes in the programs to prepare teachers of these diverse students, it will be helpful to review briefly the reasons students have given for choosing community colleges. A number of

[7] *The Non-Traditional Community College Project: Survey of Postsecondary Youth and Adult Learning* (St. Louis, Missouri: The Junior College District of St. Louis, St. Louis County, Missouri, and the Fund for the Improvement of Postsecondary Education, April 1, 1974).

studies indicate that 2-year colleges "attract" pragmatic students seeking vocational training. They are interested in special curricula, good faculty, low-cost education, and locations close to home. Studies from Michigan to Texas to Pennsylvania, using extensive biographical data from the American College Testing Program and based on thousands of students in many institutions, confirm that these are, in fact, the major factors influencing the selections of a community college.[8] Thus, the preparation of community college instructors and administrators must reflect and respect these considerations.

The community college meets a critical, growing need for a continuous learning society and offers the most flexible, varied, and potentially productive curricular opportunities for this vast array of diverse citizens of our country. Programs for the preparation of community college instructors and administrators have increased greatly in number in the past decade. O'Banion[9] has documented the needs for staff development in the community college and the efforts that have been made to develop specific programs. His extensive review of current programs is aptly summarized:

> Existing major degrees have not been appropriate for those who would teach in a community–junior college. The master's degree in a subject matter field often means too narrow course specialization and no instruction in the community–junior college and teaching methodology. Most subject matter degrees are lockstep routes for potential doctoral students in a discipline. On the other hand, the master of education degree has been criticized because it fails to offer sufficient preparation in the subject matter field. The Ph.D. degree emphasizes specialized knowledge and research. Thus, it has been one of the least appropriate degrees for the community–junior college instructor. The Ph.D. has been the admission ticket into the professional ranks of the university; those whose goal is the "community of scholars" in the university experience "transfer shock" when they come to the community–junior college. The Ed.D. degree, while appropriate for administrators and counselors, suffers from the same limitation as the M.Ed.; it lacks sufficient depth in subject matter to make it an appropriate degree for instructors.

Many leaders in the community college "movement" have described the problem stated succinctly above. Martorana, for example, has written

[8] Robert H. Fenske and Craig S. Scott, *The Changing Profile of College Students*, ERIC/Higher Education Research Report No. 10 (Washington, D.C.: American Association for Higher Education, 1973); Roger H. Lager and others, *Meeting the Changing Needs of Students: A Profile of Students*, Monograph No. 5 (Harrisburg, Pa.: Harrisburg Area Community College, 1970); Michael V. Mulligan (ed), *Major Factors in College Choice*, (Northbrook, Ill.: ACT Midwest Regional Office), pp. 2, 4, 8; ———————, *Michigan Postsecondary Bound Students: Have They Changed?* (Northbrook, Ill.: ACT Midwest Regional Office); William Toombs, "Reluctant Courtship: Community College and Graduate School," *Educational Record* (Summer 1972):222–226.

[9] Terry O'Banion, *Teachers for Tomorrow* (Tucson: University of Arizona Press, 1973), p. 88–89.

as follows: "Faculty members often have negative attitudes toward occupational education as higher education. . . . Community college faculty need to understand the multiple functions of the community colleges, the world of work and the student who must some day move from one to the other."[10] Gleazer has repeatedly called for improved graduate programs for community colleges by nearby universities.[11] Recently, faced with relatively little change in university programs, he and others have proposed regional centers, where clusters of community colleges in cooperation with a regional institute develop faculty preparation programs. This is a normal response when rigid institutions lack the flexibility to meet the changing needs of a sizable constituency. New and different institutions will emerge to meet these needs if existing institutions cannot adjust in time to critical changes.

At present, the changes in student bodies and student characteristics in community colleges are so significant and the needs for highly competent and well-trained instructors and administrators so critical, that graduate schools must change and adapt their programs.[12] The alternative is new "educational and certifying" agencies or institutions that might, ultimately, replace them.

What types of changes are most needed? The Assembly of the American Association of Community and Junior Colleges, held in 1973, provides an excellent statement of guidelines. After reviewing the problem of new staff for new students,[13] the Assembly report was adopted with very specific recommendations, emphasizing that:

> Our student clientele no longer fits the "collegiate" stereotype, if indeed it ever has. Increasingly, the new students reflect the diverse cultural, ethnic, economic and social diversity of the total community. New staff for these students means, among other things, special opportunities for skilled and hard-working incumoent staff to develop special sensitivity to the changed needs of students and new skills to assist their learning. It means

[10] Dorothy M. Knoell (ed), *Understanding Diverse Students: New Directions for Community Colleges* (San Francisco: Jossey-Bass, Inc., 1973), p. 26.

[11] Gleazer, *op. cit.*

[12] David S. Bushnell, *Organizing for Change: New Priorities for Community Colleges* (New York: McGraw-Hill, 1973); ———————— and Ivar Zagaris, *Report from Project Focus: Strategies for Change* (Washington, D.C.: American Association of Junior Colleges, 1972); Arthur M. Cohen (ed), *Toward a Professional Faculty: New Directions for Community Colleges* (San Francisco: Jossey-Bass, Inc., 1973); ———————— and Florence B. Brawer, *Confronting Identity: The Community College Instructor* (Englewood Cliffs, N.J.: Prentice-Hall, 1972); Edwin L. Klingelhofer and Lynne Hollander, *Educational Characteristics and Needs of New Students: A Review of the Literature* (Berkeley: Center for Research and Development in Higher Education, University of California, Berkeley, 1973).

[13] Roger Yarrington (ed), *New Staff for New Students: Educational Opportunity for All* (Washington, D.C.: AACJC, 1974), p. 141.

recruitment of new staff for all levels in the college from those segments of the population increasingly represented in our student groups: Blacks, Native Americans, Chicanos, women and those who in one fashion or another have been historically disadvantaged in our culture. Such new staff is especially needed in leadership positions.

The Assembly designated as particularly important the need for those who teach in community college programs in senior institutions to have had extensive, recent experience in community colleges. Preservice education should be "based on and evaluated by competency standards," with community colleges delineating these competency standards. Internships, practicums, and other comparable opportunities should be provided by community colleges for students from graduate institutions. Paraprofessional staff programs provided in community colleges should be followed by "ladder"-type capstoned programs at colleges and universities for students wishing to transfer from them to earn professional teaching degrees.[14]

In developing new graduate programs for community college faculty, it will be important to construct flexible programs with more degree options. Possibly doctor of arts programs in content fields, with professional preparation comparable to that developed at Carnegie-Mellon, may be of considerable value. Graduates from the small number of institutions offering this degree appear to have no trouble regarding appointment to positions. Current degrees may still be offered but with a variety of options available within particular degree programs. For example, Eastern Washington State College has developed and offers a special program designed to train faculty members that includes special attention to student counseling, as well as mastery of an occupational specialty.

In the end, "attitude" is most critical. Institutions offering graduate degree programs designed for community college faculty must have an institutional commitment to the community college idea and recognize the validity of broad community college curricula as an essential part of higher education. This attitude must also extend to the wide diversity of students who will attend these institutions in the future. Hopefully, we can produce more community college instructors similar to the one who wrote, "we have the feeling that they [our students] have been housed with closed shutters until we and a few others have somehow managed to pry open a shutter or two and let light in. The result is sometimes akin to a miracle. Miracles are wonderful to observe; to participate in them is the almost unimaginable reward we reap."[15]

[14] *Ibid.* pp. 143–144.

[15] Thomas E. O'Connell, "IV—The New Student for the New College," *Journal of the National Association of College Admissions Counselors*, 15(3):11–13, November 1970.

Clearly, the continuing changes in community college student bodies revealed in this survey must, and will, be reflected in community college programs. Similarly, the functions of community college faculty and administrators will continue to be unique. The graduate programs designed to educate such teachers and administrators must also be adapted and changed in order that their graduates be optimally prepared for these challenging times. Hopefully, university graduate programs will adjust and some graduate professors also reap a comparable miracle for themselves by educating more community college instructors and administrators who will "pry open the shutters."

4 Two-Year College Faculty and Enrollment Projections

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To determine trends in the demand for teachers in 2-year colleges, it is useful to review enrollment data for the past 10 years and to project 2-year college enrollments to 1990. The National Center for Educational Statistics (NCES) provides historical enrollment statistics for both degree- and nondegree-credit enrollments. Projections are available both from NCES (to 1982) and a forthcoming study by Allan M. Cartter (to 1990).

NCES data on the composition of faculties in 2-year colleges for the past decade are unreliable. The last faculty survey published by NCES was for fall 1968, but the historical data for 1960–1968 have been revised twice since that time. Two American Council on Education (ACE) faculty surveys report data for 1969 and 1973, and the American Association of Community and Junior Colleges (AACJC) reports total faculty for individual institutions in its annual directories. These data sources provide a somewhat sketchy picture of faculty resources in the 2-year college sector, but the approximate magnitude of faculty employment and trends in hiring can be discerned.

TWO-YEAR COLLEGE ENROLLMENTS

Table 1 shows the reported full-time-equivalent (FTE) enrollment in the 2-year college sector for both degree- and nondegree-credit enrollments from 1962 through 1973. (FTE enrollment is calculated by adding full-time plus one-third the part-time enrollment for degree-credit students and full-time plus one-fourth the part-time enrollment for nondegree-credit

TABLE 1 FTE Enrollment in 2-Year Colleges[a] (in Thousands)

	FTE Degree Credit			FTE Nondegree Credit		
Year	NCES Projection	Actual	Cartter Projection	NCES Projection	Actual	Cartter Projection
1960		315			93	
1961		368			84	
1962		408			105	
1963		426			127	
1964		501			160	
1965		611			193	
1966		690			226	
1967		771			261	
1968		922			304	
1969		1,076			268	
1970		1,127			366	
1971		1,195			461	
1972		1,200			507	
1973		1,241			544	
1974	1,287		1,269	581		581
1975	1,340		1,316	627		627
1976	1,392		1,361	665		665
1977	1,436		1,411	697		697
1978	1,472		1,454	731		731
1979	1,493		1,505	759		759
1980	1,503		1,548	780		780
1981	1,513		1,564	806		806
1982	1,501		1,573	820		820
1983			1,557			812
1984			1,529			797
1985			1,494			779
1986			1,459			761
1987			1,449			755
1988			1,459			761
1989			1,476			769
1990			1,460			761

SOURCE: National Center for Educational Statistics, *Projections of Educational Statistics* (Washington, D.C.: U.S. GPO, 1974); Allan M. Carter, *Ph.D's and the Academic Labor Market* (New York: McGraw-Hill, 1975).

[a] Actual, 1960–1973; NCES projections, 1974–1982; Cartter projections, 1974–1990.

students.) Over the last decade, 2-year college enrollments almost exactly tripled. Beginning with 1974, two enrollment projections are illustrated. One is from the NCES 1973 *Projection of Education Statistics* and represents its latest enrollment forecasts to 1982. The other is a medium projection by Cartter, developed for a forthcoming Carnegie Commission on Higher Education study on Ph.D.'s and the academic labor market.

The Cartter projections are carried to 1990, providing a somewhat longer time perspective.

The two enrollment projections are reasonably close for 1974–1982; however, significant differences lie behind these two projections. Although NCES today takes a much more pessimistic view of the future growth of undergraduate enrollments than does Cartter, it assumes a continuing increase in the share of lower division enrollments accounted for by the 2-year college sector. Cartter's projections for total undergraduate enrollments are nearly 12 percent higher for 1982, but Cartter assumes that the 2-year college share will finally stabilize about 1980 at approximately 40 percent of entering college enrollments. Underlying the NCES projection is the assumption that first-time entrants in 2-year colleges will increase by 19 percent between 1972 and 1982, while first-time entrants in the 4-year college sector will decline by 18 percent. By contrast, Cartter assumes a 12 percent increase in first-time students in the 2-year colleges. Cartter argues that when the rate of growth in undergraduate enrollments drops sharply (or actually turns negative), the 4-year colleges are likely to adjust their entrance standards at least to maintain their share of the market. He believes it unlikely that the 2-year colleges can continue to expand at a steady rate while the senior institutions are contracting at approximately the same rate. In the case of nondegree-credit students, Cartter has adopted the NCES projection; thus, these two series are identical.

Table 1 presents likely annual enrollment increments in the 2-year college sector from 1960 to 1973; forecasts to 1990 were made using the Cartter projections. Note that the peak period of growth was between 1964 and 1971, when enrollment increments averaged about 130,000 per year. Beginning in 1972 and continuing until the early 1980's, the projected annual increments in enrollment average about 75,000. After 1981, demographic factors contribute to a projected modest decline in enrollments in the 2-year college sector.

The largest area of uncertainty in projecting enrollments over the next 10–20 years lies in the nondegree sector. Over the past decade FTE enrollment in nondegree studies has risen from 105,000 to nearly 550,000. NCES projects that by 1982, FTE enrollments in this sector will be 820,000. Many observers believe that nondegree-credit enrollments will grow much more rapidly than projected here, as the community colleges turn more to the service of adult audiences. However, the rapid growth in the last several years may have been due largely to the return of Vietnam veterans, in which case the rate of growth in the future may be more moderate. Some NCES staff members also believe that recent enrollment figures for nondegree students have been somewhat inflated by standards of reporting that differ from those used in earlier years. In any event,

TABLE 2 Student/Faculty Ratios in 2-Year Colleges, 1968–1969 and 1972–1973

	1968–1969	1972–1973
Students		
Full-time	1,013,565	1,370,089
Part-time	885,521	1,467,686
Full-time equivalent	1,308,739	1,859,318
Faculty		
Full-time	60,798	80,175
Part-time	36,421	62,145
Full-time equivalent	72,938	100,890
Student/faculty ratio	17.94	18.43
Student/faculty increments, 1968–1972 550,579/27,952 = 19.7		

SOURCE: Data computed from information in *Community and Junior College Directory*, 1970 and 1974 editions (Washington, D.C.: AACJC).

nondegree enrollment projections are the most questionable. For the purposes of this volume, however, this may not be a critical issue, because the largest proportion of doctorate teachers in the 2-year college sector is engaged in degree-credit instruction.

TEACHING FACULTY IN 2-YEAR COLLEGES

NCES[1] reported 53,194 full-time and 23,792 part-time teachers in 2-year colleges for an FTE total of 61,125 in fall 1968. For the same year, the AACJC, in its annual *Community and Junior College Directory*, reported a total of 60,798 full-time and 36,421 part-time faculty for an FTE total of 72,938. In addition to reporting about 16 percent more college teachers in the 2-year sector, AACJC cited an FTE enrollment about 6.5 percent greater than did NCES. Because AACJC is the only agency that has reported numbers of faculty consistently for a period of years, its data were used to calculate student/faculty ratios. Table 2 summarizes this material for 1968–1969 and 1972–1973. The average student/faculty ratio is 17.94 for the earlier year and 18.43 for the later year. A comparison of the ratios for the 2 years shows an incremental student/faculty ratio of 19.7 from 1968 to 1972.

For the year 1968–1969, for which NCES data are available, the reported average student/staff ratio was 20:1. Thus, it seems appropriate to take

[1] National Center for Educational Statistics, *Teaching and Research Staff by Academic Field: Institutions of Higher Education, Fall 1968* (Washington, D.C.: U.S. GPO, 1971).

20:1 for the approximate average incremental student/staff ratio for the 2-year college sector when estimating faculty needs for the coming decade.

Table 3 estimates the employment of new junior faculty in the 2-year college sector for the past dozen years. Enrollment increments are in column 1 and faculty increments (equal to one-twentieth the enrollment increments) in column 2. Column 3 estimates the number of faculty needed to replace those who have died or retired during the year,

TABLE 3 New Faculty Needed in 2-Year Colleges, 1960–1990 (in Thousands)

Year	Total Enrollment Increments (1)	New Faculty Needed		Total New Faculty Needed (4)	New Faculty for Degree-Credit Instruction (5)
		Enrollment Growth (2)	Death and Retirement (3)		
1960	34	1.7	0.5	2.2	1.7
1961	44	2.2	0.5	2.7	3.3
1962	61	3.1	0.6	3.7	2.4
1963	40	2.0	0.6	2.6	1.2
1964	108	5.4	0.7	6.1	4.2
1965	143	7.2	0.9	8.1	6.2
1966	112	5.6	1.1	6.6	4.7
1967	116	5.8	1.5	7.3	5.1
1968	194	9.7	1.4	11.1	8.6
1969	118	5.9	1.5	7.4	9.7
1970	148	7.4	1.7	9.1	3.1
1971	164	8.2	1.8	10.0	4.2
1972	55	2.8	1.9	4.7	0.4
1973	76	3.8	2.0	5.8	3.2
1974	65	3.3	2.0	5.3	3.7
1975	92	4.6	2.1	6.7	4.6
1976	84	4.2	2.2	6.4	4.3
1977	81	4.1	2.3	6.4	4.3
1978	78	3.9	2.3	6.2	4.2
1979	79	4.0	2.4	6.4	4.3
1980	64	4.1	2.5	6.6	4.4
1981	41	2.1	2.6	4.7	3.1
1982	23	1.2	2.6	3.8	2.5
1983	−24	−1.2	2.6	1.4	0.9
1984	−43	−2.2	2.6	0.4	0.3
1985	−53	−2.7	2.5	−0.2	−0.1
1986	−53	−2.7	2.5	−0.2	−0.1
1987	−16	−0.8	2.4	1.6	1.1
1988	16	0.8	2.5	3.3	2.2
1989	25	1.3	2.5	3.8	2.5
1990	−24	−1.2	2.5	1.3	0.9

estimated at 2 percent per year. Column 4 indicates the total number of new junior faculty required each year to meet the enrollment needs.

Column 4 refers only to new junior faculty recruited. Two other types of faculty mobility are omitted. One is the number of teachers who changed educational institutions but remained within the 2-year college sector. This number, an estimated 2–3 percent per year, cancels out when the total demand for new faculty is considered. An additional number of senior personnel leave or enter higher education each year. There are no accurate figures to estimate this number, but the several studies for higher education in the 1960's indicated that the *net* flow was about zero in most years. That is to say, several thousand new senior teachers are recruited each year from outside the 2-year college sector (e.g., from business and industry and public schools) and an equivalent number is presumed each year to leave the 2-year college sector for employment elsewhere. Probably the largest movement of senior teaching personnel into and out of the 2-year college sector is in the part-time teaching ranks.

While column 4 estimates the total number of new junior faculty needed each year, varying proportions of this number are required for degree- and nondegree-credit instruction. Column 5 estimates the number of new faculty required each year strictly for degree-credit instruction. In every year but one, when nondegree enrollments declined, the number needed for degree-credit instruction was somewhat smaller than the total number of faculty required. During the period of rapid enrollment growth, about 7,500 new teachers were required each year for degree-credit instruction. From 1970 to 1980 it appears that the average number required annually will be only about 3,000. Beginning in 1980, the number falls to zero and remains negative for some years in the 1980's. (In years in which no new faculty is required, some nontenured faculty would be discontinued, and the total size of teaching faculty would shrink.)

TWO-YEAR COLLEGE FACULTY WITH THE DOCTORATE

It may be useful to estimate the proportion of 2-year faculty holding doctorate degrees and to determine any appreciable changes in this proportion since the late 1950's. In FTE terms, 2-year college enrollments have grown from less than 300,000 in 1957 to almost 1,750,000 in 1974. In short, this review covers the period when approximately 80 percent of the growth in community colleges occurred.

The chief information source was the AACJC quadrennial handbooks, 1960, 1963, 1967, and 1971 editions. For each state at least 25 percent of the 2-year colleges were included in an institutional sample, providing that the institutions had reported faculty data in comparable form in each of

TABLE 4 Percentage of 2-Year College Faculty with the Doctorate

Year	AACJC	ACE[a]	ACE[b]
1959–1960	8.37		
1962–1963	8.32		
1966–1967	7.12		
1968–1969		6.9	6.7
1969–1970	6.30		
1972–1973		8.7	7.2

SOURCE: Computed from 1968 and 1972 ACE faculty surveys.

[a] Data weighted for full-time and part-time status.

[b] Data also weighted for institutional representation in sample.

the 4 years. If a minimum of three institutions could not be maintained within a state, that state was dropped from the survey. Final sample data came from 23 states (155 2-year colleges); these states accounted for 82 percent of 2-year college enrollment. Each state's faculty count was weighted by that state's share of enrollment in the 23 state universe. While this procedure did not furnish a strict scientific sample, it provided a reasonable representation of the 2-year college sector.

Table 4 shows the percentage of 2-year college faculty with the doctorate between 1959 and 1973. Note that the fraction of total faculty with the doctorate computed from AACJC directories declined steadily throughout this period. The ACE percentages are based on the 1968–1969 and 1972–1973 faculty surveys by Alan Bayer.[2] Column 2 shows the percentages with the sample weighted only for full-time and part-time faculty status. Column 3 shows the percentages weighted additionally for the institutional characteristics as they appear in the ACE national norms reports.

Table 4 suggests that the proportion of 2-year college faculty with the doctorate declined significantly after 1961–1963, but increased again after about 1970. This pattern supports the observation that in the middle and late 1960's doctorates were relatively scarce and the largest proportion was bid away by senior colleges and universities. Beginning about 1970 the Ph.D. shortage disappeared in most fields, and an increasing proportion of new Ph.D.'s are now taking initial teaching positions in the 2-year college sector.

This latter observation is also supported by a Cartter study using data in the Doctorate Record File on first job placement of new Ph.D.'s. Table 5

[2] Alan E. Bayer, *College and University Faculty: A Statistical Description* (Washington, D.C.: American Council on Education, 1970); _____, *Teaching Faculty in Academe: 1972–73* (Washington, D.C.: American Council on Education, 1973).

TABLE 5 New Doctorate Teachers Employed by 2-Year Colleges, 1967–1973

Year	New Doctorate Teachers in 2-Year Colleges[a]	Total New Doctorate Teachers (All Known Institutions)	Percent New Doctorate Teachers in 2-Year Colleges
1967	63	3936	1.60
1968	114	7597	1.50
1971	188	5516	3.41
1972	393	9128	4.31
1973	558	9232	6.04

SOURCE: Cartter, *Ph.D.'s and the Academic Labor Market* (New York: McGraw-Hill, 1975). Data from Doctorate Record File of National Research Council.

[a] Includes both new 2-year college faculty with recent doctorates and faculty previously employed in 2-year colleges who completed their doctorate during the given year.

summarizes this information for years between 1967 and 1973. New doctorates, finding fewer job opportunities in the more elite 4-year colleges or universities, are more frequently taking first teaching jobs in 2-year colleges. Cartter's study indicates that the fraction of new doctorates hired by the high-prestige colleges and universities has dropped significantly since 1967, while the proportion going to the lower prestige universities, the less selective 4-year colleges, the 2-year colleges, and the public schools has increased substantially in the last several years.

PROJECTED DEMAND FOR DOCTORATE FACULTY

Among the full-time faculty respondents in the 1968–1969 and 1972–1973 ACE surveys, the percentage holding the doctorate rose from 6.0 to 9.9 percent. If the samples were comparable in the two survey years, over the 4-year period when approximately 20,000 new full-time teachers were hired, about 4,000 additional doctorates were added.[3] Thus, the incremen-

[3] Some of the 4,000 additional doctorates may have been older teachers continuing in service but completing the doctorate within the period. The implied 20 percent incremental doctorate/faculty share is not inconsistent with a finding that only about 10 percent of newly hired teachers possess the doctorate at first employment. The National Education Association faculty supply and demand studies in the early 1960's made the mistake of overlooking the degree-completion rate of teachers already hired. Huther's survey of new hires in the community colleges in 1972 found that only 8.7 percent possessed the doctorate when hired, but this probably would have been consistent with a ratio of new doctorates in teaching to new teachers of about twice that level. See John W. Huther, "Small Market for Ph.D.'s: The Public Two-Year College," *AAUP Bulletin*, 58(1):17–20, March 1972.

tal ratio of new doctorates in 2-year colleges to new teachers hired approached 1:5.

In projecting doctorate faculty demand for the 2-year colleges, Table 6 presents a high and a low estimate. The high estimate assumes that the incremental ratio of new doctorates to new teachers is 1:5 (20 percent) for the next several years, rises to 1:4 (25 percent) by 1980, and increases to 1:3 (33 percent) by 1985 when academic openings in 4-year institutions are likely to be very scarce. The low estimate assumes that the incremental doctorate share rises from 12 percent in 1974 to 20 percent in 1982 and thereafter. It is quite probable that the actual experience will fall somewhere between these extremes.

It appears that the number of doctorates hired by the 2-year college sector for traditional teaching positions will average between 600 per year (low estimate) and 1,000 per year (high estimate) for the remainder of this decade. Beyond 1980 the picture looks increasingly bleak, for an assumed higher proportion of a declining number of new hires results in a predicted shrinking market. Even if half of all newly employed teachers had the doctorate in the 1980's, a relatively small number could expect full-time appointments in the 2-year colleges.

TABLE 6 Demand for New Doctorate Teachers in the 2-Year College Sector, 1974–1990 (in Thousands)

Year	Total New Faculty for Degree-Credit Instruction	New Faculty with Doctorate	
		High Estimate	Low Estimate
1974	3.7	0.75	0.44
1975	4.6	0.92	0.60
1976	4.3	0.90	0.60
1977	4.3	0.95	0.65
1978	4.2	0.97	0.67
1979	4.3	1.03	0.73
1980	4.4	1.10	0.79
1981	3.1	0.84	0.59
1982	2.5	0.70	0.50
1983	0.92	0.28	0.18
1984	0.30	0.10	0.10
1985	−0.13	−0.04	−0.03
1986	−0.13	−0.04	−0.03
1987	1.1	0.36	0.22
1988	2.2	0.73	0.44
1989	2.5	0.83	0.50
1990	0.90	0.30	0.18

The above comments concern personnel for traditional instructional duties. There may be developing needs for trained counselors, instructional resource specialists, or other nonteaching staff with special skills. Whether such persons would require doctorates in education or special in-service training is unclear, and we have no basis for estimating the possible magnitude of the demand for such support personnel.

This brief sketch of enrollment and employment projections suggests that the 2-year college sector is not likely to represent a vast new untapped market for doctorates being trained by the nation's graduate schools. In the 1960's about 60,000 new junior faculty members were employed in 2-year colleges for degree-credit instruction; for the 1980's the projections suggest the figure will be closer to 20,000. Even if half of these new hires had the doctorate (a most unlikely occurrence given the views of 2-year college employers), this would probably represent a demand for only 5 percent of the expected doctoral output.

The training of 2-year college teachers is an important task for the graduate schools, but it is likely to represent only a small fraction of the demand for doctorates. This perspective may be useful in assessing the priorities for graduate education.

5 The University of Michigan: A New Degree Program to Prepare Teachers of English

Daniel Fader
UNIVERSITY OF MICHIGAN

Dissatisfaction was the base upon which we built our doctor of arts program for the teaching of English. We were the Teacher Preparation Committee of the Department of English at the University of Michigan, the time was 1968, and we were dissatisfied with our profession's failure, in which we had fully participated, to prepare teachers for nontraditional students who were then entering 2- and 4-year schools in the United States. Also, we had long been convinced that conventionally educated Ph.D. students would face constricted job opportunities in the universities of the 1970's and that the great need for new teaching skills was to be found in the first 2 years of college—whether in the community–junior college, the 4-year school, or the university. Acting upon that dissatisfaction and those convictions, we began to consider the possibility of a new degree to describe a new kind of preparation.

We were aware that opposition in our department to a new degree might be minimized if we were to propose another track to the Ph.D. rather than an entirely new doctoral degree. Though anticipated opposition concerned us deeply, we rejected an alternate Ph.D. as inappropriate both to our intentions and to the needs of our potential students. Since all of us held Ph.D. degrees in English, we knew that such degrees might be preparation for a life of scholarship and graduate teaching based upon that scholarship, but they are not preparation for teaching composition and literature in the first 2 years of college. Rather than mount an internal challenge to the immense inertia of the Ph.D., we determined to define a new degree.

Desiring the emphasis of contrast, we adopted the title doctor of arts

(D.A.) rather than doctor of philosophy for our degree. Our purpose was to declare our intention to concentrate upon the teaching of English as an active art, a creative integration of knowledge of self-as-teacher, student-as-person, the discipline of English, and methods for teaching (in that order), which would make the new degree substantially different in kind from the discipline-defined Ph.D. and the methods-oriented Ed.D. Though we were always aware that we were English teachers building a program for English teachers, we were committed from the beginning to the belief that benefits to experienced teachers of a year's nonteaching residency could lie as much in what contemplation might allow them to discover about themselves and their students as in what our faculty might help them to learn about language and literature.

To promote personal discovery and disciplined inquiry, we designed a program based upon the double foundation of idiosyncratic electives (together with a required, year-long seminar taught by a team of specialists in linguistics, rhetoric, and literature) and a semester's required course in pop-culture (officially, a seminar "exploring innovative and nontraditional approaches to literature"). The foregoing quote, as well as the following description of our year-long seminar, is taken from the D.A. brochure:

> English 517–518: (8 hours) A two-term course given to the examination and discovery of innovative approaches to teaching composition and to the development of other skills of literacy. Candidates will be asked to define realistic and defensible goals for teaching literacy to students not likely to enter professional or academic life, and to examine and criticize traditional approaches to writing in the light of those goals. They will look into problems of motivating non-readers and reluctant readers, and learn enough about diagnostic and standardized tests to be able to work effectively with teachers of remedial and developmental reading. The course will incorporate linguistic findings which bear directly on the teaching of language use. Practices in criticizing writing will be examined in the light of assumptions like these: that standard English is one of several forms of English and not necessarily the most important medium for all occasions; that language deficiencies must be distinguished from dialect differences in the teaching of reading and writing; that the writing teacher must be especially sensitive to the social and personal implications of dialect difference. The course, which aims toward reforming curriculum and practice in introductory English classes, is based upon two premises: that conventional freshman English courses have been particularly unsuccessful with ill-prepared students; and that the college (4 yr) parallel course is not the only model to follow in designing English courses for two-year schools.

If this description appears prescriptive, then appearance reflects reality. Now, early in the fourth year of our program, 7 years after we began to conceive and shape the core courses, we have the satisfaction of knowing that our arguments for a prescriptive, required, year-long seminar in the "teaching of literacy" were correct.

Experienced secondary and collegiate teachers, we said, often suffer

from three closely interrelated disabilities. One, they are personally isolated from useful professional criticism by the perverse and pervasive notion of the inviolate classroom, where tenure defends against accountability. Two, they are little exposed and less susceptible to new theories that may form the basis for new practice, at least in part because of the immediate and continuous pressures that John Holt summarized in his recent book title, *What Do I Do on Monday?* Three, they have so many students producing so many papers in so many classes that they have time to read only those papers and texts they use for teaching.

The most frequently heard response to the general topic of the seminar is usually coupled with a reflection upon the most absolute and invariable requirement of enrollment in the program: "This is the first time since I've been a teacher that I've really *talked about teaching and learning*, especially when I didn't have to worry about what I was going to teach tomorrow." The force of the latter part of this statement comes from the requirement that no teacher may teach while enrolled in the doctor of arts program. Our experience has been that teachers who must solve immediate problems are thoroughly reluctant to consider long-range solutions. The psychology of imminence is destructive to careful enquiry; the art of teaching requires contemplation, as well as time for application. Too many teachers are familiar only with the latter requirement.

For each victory, a defeat: Right as we may have been about the topics and residency requirement for the seminar, we were wrong about its human composition. We agreed early on the breadth of experience we wanted in the program. To a majority of 16 experienced teachers with a master's degree (or its equivalent) in English, we added one student with no graduate work in English and four with no teaching experience. Of the five, four left or were dropped from the program, while the fifth was delayed to obtain significant experience; by contrast, all 16 experienced teachers completed their residency requirement in the first year.

We discovered that information about teaching and learning had radically different meanings for experienced and inexperienced teachers. While one sifted new knowledge through the reality of old classrooms, using memories of previous students to measure probable success and failure, the other tended to measure all things by the standard of itself. Instead of cross-fertilization we had only cross-purpose. After the lessons taught us by the first class, experience in teaching and graduate work in English have been nearly invariable criteria for admission to our program.

The philosophical bases for that program can be summarized in a belief—that opening collegiate doors to nontraditional students implies the obligation to train teachers capable of meeting their needs—and in a word—"pragmatism." In other words, we are entirely interested in what works and have only an experimental rather than a moral interest in what

should work. Our value judgments are based invariably on what is learned rather than what is taught. Where the two coincide, one kind of success has been attained. Where they diverge, failure is initially attributed to teachers–materials–methods rather than to students:

EXAMPLE I Does the first year, required course in English composition seem to have small success in teaching conventionally unprepared students to employ the conventions of communication in English? Perhaps the time has come to question accepted methods for conveying conventional knowledge. For instance, paragraphing: How do writers learn to paragraph? The best evidence seems to indicate that a well-made paragraph is the writer's response to the shape of a paragraph passively derived from the reading of many thousands of paragraphs and not the writer's coordinated, internalized response to an analytic model. For virtually all writers who paragraph adequately in the first 2 years of college, the paragraph does not appear to be a considered response. For virtually all writers at the same level who paragraph inadequately, analytic models of the paragraph appear to be of little use.

How, then, should we meet this need? Ideally, in a world that never was and may never be, we would send such students to read the thousands of paragraphs likely to give them conventional knowledge. Morally, in the world that should be, we would expose them once again to analytic models of the paragraph designed to build toward a whole through inductive, incremental means. Pragmatically, in the world that is, we would know that the ideal alternative is improbable and the moral imperative unrealized. We would, therefore, reject them both and depend instead upon this simple, mechanistic alternative that is a model for rhetorical pragmatism in our D.A. program:

What, we ask our experienced teacher–students, do your unprepared students want and what do you want to give them? Do you want to give them knowledge of the rhetorical structure of a paragraph, while they want merely to know how to paragraph? Resolve the dilemma in their favor. Assume that ideal practices and rhetorical models have failed to prepare these students and are likely to fail again. Give them models and practices that fit their needs instead of your desires. Tell them that the nearest whole number obtained by dividing the sum of all pages in 10 nonscientific books in English into the sum of all paragraphs in those same books is most likely to be THREE. Tell them that this observation supplies them with a normative rather than a prescriptive number against which to measure their own practice. Neither one paragraph on two pages nor 10 paragraphs on a single page is necessarily bad practice. But an average number of paragraphs that significantly exceeds or falls short of three,

derived from any considerable number of pages, may point to aberrant practice that interferes between the reader and the writer's intended meaning.

Couple this observation with one other and you are likely to have a teaching model that passes the pragmatic test. Tell them that the semicolon (;) is composed of a period (.) and a comma (,) because its power of interference lies midway between the pause of a comma and the full stop of a period. Tell them that the only important use of the semicolon in English is to connect two sentences more closely related in meaning than a period would indicate. Tell them, finally, never to begin a paragraph by making a break between two sentences that can sensibly be connected with a semicolon, and you will have told them all they may ever be able to make use of or need to know about paragraphing in English.

EXAMPLE II Does a second year, elective survey of the drama in English fail to draw a community college clientele sufficient to justify its existence? Instead of bemoaning the barbarity of the students, examine the materials and methods used to teach them. Is Hamlet's kingdom of Denmark remote from the apparent interests and concerns of American community college students in the 1970's? Perhaps not when approached through the play's powerful sexuality and paired with *The Zoo Story*, Edward Albee's contemporary drama of sexual communication. Is the antisemitism of *The Merchant of Venice* ludicrous because Shylock is a medieval monster who has little contemporary effect as a human being? Perhaps not when approached through the modern antisemitism of Rolf Hochhuth's play, *The Deputy*. Isn't it easier to perceive the renaissance Hell of *Macbeth* through the modern Hell of Sartre's *No Exit*? And modern viewers or readers may be able to judge better how much racism has to do with Othello's fate after they've seen its murderous effects in Leroi Jones's play *Dutchman*.

What are your objectives in teaching the drama to community college students? What kind of behavior do you want to elicit from them? What ultimate actions on their part will you accept as judgments of your effectiveness as a teacher? Put in that way, the question of successful teaching becomes pragmatic in the extreme and does not allow for answers constructed primarily from the predilections of the teacher and the integrity of the materials. Put in that way, the question of successful teaching of dramatic literature may in part be answered by the response of independent pursuit: "My first objective is that my students should want to read and to see plays when they are no longer my students." When one articulated, understood end of teaching becomes the pleasure and inde-

pendent stimulation a student obtains through the means of a teacher's intervention, then we believe that we may have constructed and vivified a truly pragmatic model.

I have tried to present the philosophy behind our program in detail; to discuss the difficulties experienced in developing the program is a request more easily satisfied because I believe our most significant difficulties fell into a single group characterized by a single problem: How to refrain from imposing Ph.D. requirements on D.A. candidates. I have also been asked for an evaluation of other doctor of arts programs and a prognosis for the future of such programs. Difficulties, evaluation, prognosis—the three seem to me to be connected in a very near relationship. Our greatest difficulty in creating a useful program for training and retraining experienced teachers to serve the needs of community college students was with ourselves. We had thought our worst problems would lie with a few of our departmental colleagues who believed and said that the D.A. would be a second-class degree offered to second-class students, neither having a proper place in the English department at the university. Fools are neither easy to suffer nor easy to vanquish, but we managed in good time to ignore or to overwhelm them. It was our own training that stood most persistently in our way.

Part of our initial preparation for the D.A. had been enquiry into every similar program, producing or proposed, that we could discover in this country. Our reaction to the results of this enquiry had been shock and dismay. Clearly, any graduate of most of the programs we reviewed should have been awarded a D.A., a Ph.D., and a Purple Heart. More demanding than the most awesome Ph.D. programs in this country or abroad, most of these D.A. programs appeared intent upon establishing the instant academic respectability of program, faculty, and students by the rhetorical process known as *diminished comparison:* "Measured against us," they seemed to say, "the demands of even the most rigorous Ph.D. program diminish by comparison." We thought then, just as we think now, that those are ill-founded programs carpentered out of old lumber by unqualified tradesmen who should be in some other trade.

Too much like those tradesmen to see the likeness clearly, we proceeded again and again to attempt to recreate our own educations upon the unsuspecting bodies of our students. Refraining from that reflexive attempt was by far our greatest difficulty in developing the program. Despite our recognition of the flaw in many other programs, we have found ourselves repeatedly guilty of the same offense: dressing Ph.D. preparation in D.A. clothes. Perhaps all that has saved us from ourselves has been the teaching experience of our students. Some of the bodies were not so unsuspecting after all, and it is they who have been able and

willing to point out the error of our ways. As we begin our fourth year, our department this autumn having admitted 18 Ph.D. candidates (a third of whom may have any hope of finding an appropriate academic position 3 years hence) and 18 D.A. candidates (all of whom we have good reason to expect to place or replace in desirable positions 1 or 2 years hence), our prognosis for the D.A. is hopeful.

One reason for hope is past experience. Dr. Timothy G. Davies, then director of humanities at Miami–Dade Community College, now director of the doctor of arts in English program at the University of Michigan, writes in the following passage of benefits accruing to the host institution from the work of a D.A. candidate during his two semesters as a visiting teacher (in fulfillment of a requirement of the program). This example closes this paper not because it is typical but because it is so expansively hopeful in this era of academic contraction and decline:

> An example of [maximum] impact occurred in 1971 when I was Director of Humanities at Miami–Dade Community College. Five D.A. visiting teachers spent two semesters in our English Department experimenting with their ideas. While each visiting teacher helped explore one or another of the new directions being followed by others at Dade, one project, aimed at an area that was underdeveloped, changed that community college district significantly. The project dealt with prison libraries, trying to couple their development to long-range curricular plans based on the educational needs of inmates. One major drawback the project encountered was lack of a tuition waiver for inmates. Seeing the success generated by this project, Dr. Peter Masiko, President of Miami–Dade Community College District, asked the board of trustees to waive tuition for any inmate in a state or county penal institution. Within one semester after the visiting teacher returned to the University of Michigan, Miami–Dade College, with several faculty assuming responsibility, increased its prison program from 40 students to 254. Now, three years later, the program has continued to flourish and has become a major thrust in Miami–Dade's outreach endeavor.

6 Alternate Forms of Graduate Education for Community College Staff: A Descriptive Review

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Prior to 1960 graduate education designed specifically for community college *teaching* staff was almost nonexistent. As late as 1970 Kelly and Connolly[1] reported that graduate programs for community college staff could place no more than 150 faculty each year. Except for those who came from business and industry, college teaching faculty came with secondary education degrees or with master's-plus degrees from discipline programs designed for research-oriented Ph.D.'s.

Community college educators have been highly critical of the programs that prepare, or more correctly fail to prepare, instructors for the community college:

> There are practically no strong preservice collegiate programs for community college staff members, and those that are in operation provide only a small fraction of the qualified personnel needed. Increasing numbers of so-called preservice programs have been established but they are too often only "blisters" on school of education programs and are generally inadequate or worse than nothing.
>
> *Joseph Cosand, former U.S. Deputy Commissioner of Education, 1971*[2]

> In direct answer to the question how adequate are university preparation programs, I would reply that with few exceptions they missed the mark.
>
> *Clyde Blocker, president, Harrisburg Area Community College, Pennsylvania, 1971* [3]

[1] M. Frances Kelly and John J. Connolly, *Orientation for Faculty in Junior Colleges*, Monograph No. 10 (Washington, D.C.: American Association of Junior Colleges, 1970).
[2] Letter to the author, 1971.
[3] Letter to the author, 1971.

Community–junior colleges have been required to a very large extent to remold and remake university graduates in order that they could perform adequately as teachers at the community–junior college level. The emphasis upon research and other nonteaching functions and the insistence upon an ever increasing degree of specialization in the graduate schools of our nation has largely had a neutral if not actual negative influence upon the preparation of graduate students for the function of teaching and counseling in America's community colleges.

Joseph Fordyce, former president, American Association of Junior and Community Colleges, 1970[4]

These criticisms continue unabated and, if anything, have become more caustic. At the 1973 Second National Assembly of the American Association of Community and Junior Colleges (AACJC) the preparation of staff for the community college was the central issue. One hundred and fifty national leaders representing business, government, universities, and community colleges debated for 3 days a national agenda for action on staff development. At one point in the conference a serious proposal was made to eliminate any discussion regarding the role of the university in the preparation of staff for the community college because of the university's poor track record.

The most recent and perhaps clearest example of critical relations between the universities and community colleges is a proposal by AACJC for the creation of regional centers for community college staff training *independent of the graduate schools*.[5] Community colleges appear to be committed to going it alone if they cannot obtain the support they feel they need from the universities.

It seems unlikely, however, that community colleges will have to develop programs independent of the graduate schools. In the 1960's, and even more so in the 1970's, graduate programs for community college staff have been emerging that hold considerable promise for the future. Some of these programs are modifications or new developments within traditional graduate programs. Some programs have developed outside the traditional framework of graduate education that have implications for the preparation of community college staff. In the following section a number of programs are briefly described that specifically prepare community college staff or have implications for such preparation. This selected review is descriptive and only for the purpose of drawing implications that may have relevance for developments within traditional graduate programs.

[4] Joseph Fordyce. "The Role of the Junior College in Teacher Education." mimeographed (1970).

[5] Edmund J. Gleazer, Jr., "Beyond the Open Door . . . The Open College." *Community and Junior College Journal*. August/September 1974.

OPENING UNIVERSITY DOORS TO COMMUNITY COLLEGE STAFF

In spite of the criticism of graduate education by community college educators, a few universities have made some significant responses to the needs of community colleges. Most notable is the Junior College Leadership Program (JCLP) funded by the W. K. Kellogg Foundation. Since 1959 11 major universities have offered outstanding programs for community colleges. Limited to the preparation of administrators, these programs, nevertheless, provided major leadership for the national development of community colleges in the growth period of the 1960's. With dwindling support from Kellogg the JCLP has less and less impact, but the universities in which they were originally funded still stand as the major centers of community college graduate education.

Other universities have also committed major resources for the development of community college staff. The California State universities have well-organized programs for instructors and counselors. According to Phair[6] these universities produced 49 new community college candidates in 1969.

The Virginia Polytechnic Institute and State University (VPI) is a recent example of a university that has responded enthusiastically to community colleges. A new college of education established in 1971 recruited half a dozen professors with specialization and experience in the community college to launch the new program. An advisory council of community college educators was established, and arrangements were made with New River Community College (NRCC) as a cooperative institution in the program.

VPI offers courses to NRCC faculty on the community college campus; three fourths of the NRCC faculty are enrolled in university course work. University faculty also offer workshops on the community college campus, having assisted in the preparation of the master plan for NRCC. The community college offers its facilities as a laboratory and demonstration center for the university, providing teaching internships for university students. Staff at the community college often appear as guest lecturers for university courses. In addition, the two faculties have cooperated in the development of self-instructional programs for current and new faculty at NRCC. In a joint article[7] by the president of the community college and a professor at the university it is reported that "All faculty [at NRCC] have been involved in a planned faculty development program that

[6] Tom S. Phair, *A Profile of New Faculty in California Community Colleges* (Berkeley: University of California, Field Service Center, 1968).

[7] Charles Atwell and Robert Sullin, "Cooperative Faculty Development," *Community and Junior College Journal*, 44 (3):32–33, 1973.

has been much more comprehensive and enriched than would have been possible if dependent upon the resources of NRCC alone."

VPI has extended selected resources to NRCC and to other community colleges considerably beyond the confines of its own campus. Other universities are experimenting with offering an entire degree "off-campus." Spurred by Great Britain's Open University, created in 1969, the external degree is offered at present primarily at the undergraduate level. Empire State College in New York and Minnesota Metropolitan State College, which offers a master's degree, are the best examples of the open university concept. The New York Regents external degree is another variation of the open university concept and "refers to a degree awarded by a nonteaching university for knowledge gained elsewhere."[8]

If the open university/external degree concept continues to develop in American higher education and if it develops at the graduate level as it has in several instances, it could become most attractive to community college staff. The Extended University of the University of California could serve as a prototype.

The Extended University is in an experimental phase during the 3 academic years 1972–1975 to allow for the necessary changes that will make for a permanent place in the University of California. Seven pilot programs enrolling 400 students at the upper-division level for the bachelor's degree and at the graduate level for the master's degree were initiated in 1972. Off-campus learning centers are planned as "unconventional learning environments." Community college campuses may be used to house these centers.

New curricula are expected to be developed, and advanced placement, credit by examination, and certification of life experience will be explored. The Extended University in its experimental phase, therefore, will explore a number of options for offering external degrees. At present it is not considering limiting the program to any one model.

The Extended University includes an office of research and evaluation that will monitor the development of all programs. One of the first activities of this office was to determine the needs and interests of those who would be served by the Extended University. During the spring term 1972, 1,767 undergraduates, enrolled in eight of the nine campuses of the University of California, were surveyed regarding their interest in and desire for alternative degree programs. Researchers were able to identify two main reasons for student attraction to alternative programs: a desire for flexible time–space structures that would facilitate access to higher education—and an attraction to alternatives per se, principally out of

[8] Donald Nolan, "The New York Regents External Degree," *College Board Review*, No. 85, Fall 1972.

dissatisfaction with existing curricular structures and modes of instruction; in short, there was a desire for significant *reforms* of higher education itself.[9]

Of special importance to the topic of this paper is the discovery that more of these students prefer these alternatives at the graduate level than at the undergraduate level. Only 13 percent of the respondents state a definite interest in such programs at the undergraduate level, whereas 30 percent express definite interest in master's or professional level alternative programs.

The traditional university has also opened doors to community colleges by exploring new degrees. Interest has developed in an advanced teaching degree that extends beyond the 1-year master's and requires an orientation different from the research-based Ph.D. It is possible to redesign the Ph.D. as a teaching degree, but most effort has been in the direction of new degrees. Some colleges and universities have developed the 2-year master of arts in college teaching. Others have experimented with the doctorate of arts in teaching (D.A.). The Carnegie Corporation has provided considerable support for the development of D.A. programs in a number of universities. A program similar to the D.A. has been recommended by the National Faculty Association of Community and Junior Colleges as a degree appropriate for those who would teach in a community college.

The President's National Advisory Council on Education Professions Development also favors a proposal similar to the D.A. for community college instructors. In a national study of the needs for further education of community college staff the Council recommended that "The advanced teaching degree should become the model degree for community junior college instructors. Programs similar in goals to those of the D.A. should be developed in major universities and especially in the new upper division universities."[10]

The new D.A. program, however, does not seem to be spreading. The Panel on Alternate Approaches to Graduate Education, created by the Council of Graduate Schools and the Graduate Record Examination Board, surveyed the 304-member institutions of the Council of Graduate Schools regarding innovations in graduate programs. Of the 144 institutions responding, only six reported new degree programs, such as the doctor of arts or doctor of psychology, in operation. Seven other

[9] David Gardner and Joseph Zelan, "A Strategy for Change in Higher Education: The Extended University of the University of California," Prepared for the Conference on Future Structures of Post-Secondary Education, OECD (Paris, June 26–29, 1973).

[10] Terry O'Banion, *Teachers for Tomorrow: Staff Development in the Community–Junior College* (Tucson: University of Arizona Press, 1972).

institutions were either developing or discussing such new degree programs.[11]

These few examples serve to illustrate that the traditional university has not ignored community colleges. Some universities have made considerable commitment to community colleges, especially those sponsoring the Kellogg JCLP programs. Other universities are experimenting with new degrees, partly in recognition of the special needs of those who teach in community colleges. Still others are experimenting with ways to make their degrees more accessible to community college staff. A few universities, as noted below, are cooperating extensively with community colleges to provide for the continuing educational needs of community college staff.

CENTERS OF UNIVERSITY/COMMUNITY COLLEGE COOPERATION

The Junior College Leadership Programs funded by Kellogg were always centers of university and community college cooperation. Cooperative activities between these major universities and the community colleges in their area or state provided major leadership for community college development throughout the 1960's. These programs, however, focused almost exclusively on administrators in community colleges.

In recent years several centers have emerged that serve instructors and counselors more than administrators. Examples include the Two-Year College Student Development Center in New York, the Graduate Career Development Center for Community College Personnel, Inc., in Texas, and a new program in Oregon still in the planning stage.

The Student Development Center in New York, organized in 1968, is based at the State University of New York at Albany. Designed primarily for in-service staff development, the center serves 45 2-year colleges and the 10 educational opportunity centers in the state. An advisory council representing the university, the community colleges, and leading national educators provides direction for the program.

Programs, consisting primarily of workshops, seminars, and conferences, follow from assessed needs of the community colleges and are financed through special grants from the State Department of Education. Programs are held in conference centers convenient to community colleges throughout the state. In the 1973–1974 academic year workshops were offered on cognitive style mapping, developmental studies, expanding role of women, linkages between the college and the community,

[11] Panel on Alternate Approaches to Graduate Education, "Innovations in Graduate Programs: A Preliminary Report" (Princeton: Educational Testing Service, 1972). (Typewritten)

occupational counseling, and other topics. University and community college staff act as consultants and resource personnel for the workshops that carry no graduate credit.

The Graduate Career Development Center in Texas differs from the New York Center in that most of the programs offered are university courses rather than workshops and conferences, although the latter are available. A nonprofit corporation funded by Tarrant County Junior College District and the Dallas County Community College District, the Center, organized in 1972, was initiated by community college personnel who sought the help of area universities in the continuing development of community college staff. The Center is organized under the direction of a 13-member governing board composed of leaders from the six participating community colleges.

Needs of the community colleges determine the program offerings. Each community college appoints a member of the Advisory Committee on Staff Development whose purpose is to assess needs and to work with participating universities in meeting those needs. Universities cooperating with the Center in 1974 included East Texas State University, North Texas State University, Texas Womens' University, Texas Tech University, and the University of Texas system.

Courses with graduate residence credit are offered by the universities on community college campuses. Registration can be accomplished on the campus of the university offering the course or at off-campus registration centers. The courses are taught by university professors and by community college personnel. Admission to a graduate program is a matter between the student and the participating university. An individual may carry up to 50 percent of his resident graduate work by completing courses offered by the universities through the Center.

Courses offered in the fall of 1974 included Fundamental Theories in Community College Instructional Leadership, The American Community/Junior College, The Community Junior College Curriculum, Special Problems in the Community College, and Seminar in the College Teaching of Literature Courses for Community College Teachers. Courses in statistics and research methods and in the disciplines are also offered. Twenty-one graduate courses were offered through the Center in the fall of 1974; eight additional courses of interest to community college personnel and offered at other sites or by other universities were also listed.[12] In the 2 years of operation the center has served approximately 900 students through approximately 60 graduate courses.

A proposal to develop a cooperative program between universities and

[12] *The Center Line* (Arlington, Texas: The Graduate Career Development Center for Community College Personnel, August 1, 1972; August 18, 1974).

community colleges in the Portland, Oregon, metropolitan area is emerging after 2 years of consideration. The fourth working draft of *Proposal for a Doctoral Degree To Serve Portland Metropolitan Area Community College Staff* represents "grassroots thinking (*community college officials, particularly*, in cooperation with various 4-year institution people, Northwest Regional Educational Laboratory and state agency staff)."[13] The proposal has not been adopted by any official body in the state but is currently under consideration by the Joint Boards of Education and Higher Education.

At present the proposal outlines the need for staff and only in a very general way suggests parameters for the program. Accessibility is a major concern, and the task force has suggested the following guidelines regarding residency: No participant should have to leave the Portland area for an extended time to fulfill residency requirements; residency should be flexible; residency does not have to be taken in consecutive terms; participants may enroll in the program on a part-time basis.

The task force recommends that an approach be devised to grant hours of graduate credit for certain types of academic, job, and related experiences. Internships, field experiences, individual study, and projects that relate to a person's background and work are encouraged beyond a basic core of courses (unspecified in the proposal). The task force further believes that "the participants will benefit to the greatest extent possible, by relating their learning experiences to their own work environments, using their own community colleges and adjacent communities as learning laboratories."[14] These experiences are to be organized on a competency-based approach to include specified outcomes in the curriculum, internship experiences, field studies, and the final degree product.

These three centers are good examples of cooperative relationships between universities and community colleges. In each case community college leaders assumed the initiative for developing the programs. Universities appear quite willing to respond when community colleges define what they want and persist in working with universities to achieve their goals.

NONTRADITIONAL UNIVERSITIES

In the last 5 years a number of new universities have emerged to offer alternative forms of graduate programs. One has been designed specifi-

[13] William Loomis, Letter to the author, September 10, 1974.

[14] *Proposal for a Doctoral Degree To Serve Portland Metropolitan Area Community College Staff*, fourth working draft, mimeographed (August 1974).

cally for community college personnel; others include community college personnel; and all have implications for traditional graduate programs that wish to serve community college personnel. Examples include the University of Northern Colorado, Walden University, Laurence University, The University Without Walls, Nova University, Union Graduate School, and the Humanistic Psychology Institute. The last three will serve as examples of this new thrust in graduate education.

Nova University in Ft. Lauderdale, Florida, may enroll more students working on a doctorate in community college education than all the traditional graduate schools in the United States combined. In the 1974–1975 schedule of classes, 33 clusters of approximately 25 students each were in operation for a total enrollment of 825 doctoral students.[15]

Nova University was chartered as a private graduate university in 1964 and later affiliated with the New York Institute of Technology. Accredited by the Southern Association of Colleges and Schools, Nova offers three off-campus programs through its Center for Professional Development. The program for community college staff began in 1972.

The 3-year community college program requires students to participate in six content modules (courses) taught by national lecturers and to complete six practicums. In addition, students attend two summer institutes and in the third year prepare a major research project (dissertation). (Details of the program are described in the chapter by Tillery, this volume.)

Nova is basically a traditional graduate program with a modern delivery system. The change-oriented practicums, the pass/no pass grading system, the emphasis on community colleges, and the delivery system are innovations that so far have proved to be attractive to community college staff in 15 states and Puerto Rico.

The Union Graduate School, founded in 1969 by the Union for Experimenting Colleges and Universities, is one of the most nontraditional forms of graduate education available in America today. Its founders are quite clear about its purpose as an alternative form to the traditional: "The Union Graduate School has developed in response to the fact that for many competent students existing graduate programs are too limited, too prescribed and inflexible, and poorly adapted to the urgent needs of a society in crisis."[16]

There is a great deal of emphasis in the program on self-direction and self-development. Colloquia are designed to stimulate introspection and creativity and are described as "intense learning/unlearning experiences."

[15] National Ed.D. Program for Community College Faculty, *1974-75 Schedule*, 3d revision (Ft. Lauderdale, Fla.: Nova University, August 16, 1974).

[16] *The Union Graduate School* (Yellow Springs, Ohio: Union for Experimenting Colleges and Universities, May 1973).

Personal communication among peers, adjuncts, and core faculty is encouraged. One student writes of his regard for "association with persons, through UGS, who practice the art of being human. Here is a quality of human contact—the tuition I pay notwithstanding—that money cannot buy."[17]

Students, selected for their intellectual abilities, creativity, and demonstrated capacity for independent study, attend an initial 4-week colloquium. During this colloquium students formulate their individualized programs (independent readings and study, courses at universities, fieldwork, apprenticeships, and so on) and select a core faculty member from UGS. Two student peers and two adjunct faculty complete the committee. A certification session is held with the committee to approve the student's program and the proposal for the Project Demonstrating Excellence (dissertation). The "terminar" is the final committee session to approve the candidate's work; successful candidates for a Ph.D. are recommended to the Union for Experimenting Colleges and Universities, which is incorporated under the State of Ohio and authorized by the Board of Regents to grant degrees.

The Project Demonstrating Excellence (PDE) may resemble a dissertation acceptable in a traditional graduate program. The PDE may also include a publishable book, a unified series of essays or articles, a project of social change or innovation, or outstanding creations in poetry, painting, or musical composition. "It must represent a significant contribution to our culture."[18]

UGS plans to limit enrollment to approximately 300 students serviced by 10 core faculty members who act as "roving facilitators." Inquiries arrive at the central office in Yellow Springs, Ohio, at about 400–500 a month. By the summer of 1974 UGS had graduated 124 Ph.D.'s, a number of whom were community college professionals.[19]

The most radical alternative in graduate education, not because its structure or procedures differ but because it gives such great emphasis to personal development, is the Humanistic Psychology Institute (HPI) founded in 1971. HPI is not anti-intellectual but it is clearly pro-self-development. In its report granting unconditional approval to award the Ph.D., the Special Committee on Approval of Degree Programs, State of California, noted this central commitment of the institute[20]:

[17] Richard Leuba, "A Ph.D. Candidate's Mind: An Independent Engineering Education," *Engineering Education*, April 1973, pp. 512–515.

[18] *The Union Graduate School, op. cit.*

[19] Roy Fairfield, "Memorandum to Adjunct Professors of the Union Graduate School" (Yellow Springs, Ohio: UGS, May 30, 1974).

[20] The Humanistic Psychology Institute, "An Official Description and Evaluation Prepared by the State of California" (San Francisco: The Humanistic Psychology Institute).

At the very heart of the program is growth in human freedom and responsibility; the capacity for self-determination. By the very ideology-assumption of the program, this is taught intellectually, but learned experientially. Almost unique as well—and almost adequately justified by its own imperative—is the positive assumption about human nature and potential and human growth and learning—upon which the Institute is founded. Again, this is contrary to the traditional world, academic and non-academic. Both because society needs such alternatives experientially explored and tested, and because many students prefer to live and learn by this alternative, the Institute is valuable.

A student describes, in the institute newsletter, what this focus on personal development means to him: "Being in the HPI program is teaching me how to center myself and listen for my 'inner voice'—whether it be called my spirit guide, my anima, daimon or the opening of my throat chakra. . . . I need to purify my body/mind of the mental/physical, spiritual/sexual blocks that prevent my energy from flowing naturally."[21]

Much of the activity of students in HPI is focused on humanistic psychology and oriental philosophy. The faculty list as among their interests biofeedback, yoga, meditation, parapsychology, psychoenergetic systems, thanatology, and psychedelic therapy.

The requirements of the institute are similar to those of the Union Graduate School. Applications are encouraged only by candidates who cannot obtain the advanced training they require in more conventional universities. Once admitted, students participate in a program planning seminar and work with their committee consisting of a home faculty person, two field faculty, and two peers. There are no courses, and students use resources (such as courses at other universities, internships, and independent study) appropriate to their needs.

Only those students are admitted to HPI who have a clear and acceptable proposal for the final project. The final project or dissertation is "the center around which each person's doctoral studies program is organized."[22] The final project may be a book, a collection of essays, a research undertaking, a project of significant social change, a body of poetry, paintings, musical compositions, dances, films, or other art forms. In any case the project must be for "definite benefit, use or enjoyment of humankind."

Nova, UGS, and HPI are radical departures from the traditional in graduate education. As new universities only 3 or 4 years old they offer a sharp contrast to the campus-based, course- and professor-dominated, theoretically oriented doctoral program housed in institutions 100 or more

[21] Robert Zelman, "Newsletter" (San Francisco: The Humanistic Psychology Institute, July 1, 1974).

[22] The Humanistic Psychology Institute, *Ph.D. Program* (San Francisco: The Humanistic Psychology Institute, 1974).

years old. At the moment, they appear to be immensely attractive to students. They are creating problems, however, that will need to be studied carefully. Will the degrees from these programs be as acceptable to employers as the degrees from traditional programs? Will students lose something in quality by not being enrolled in a 3- to 4-year, concentrated, residential program offering the rich resources of a major university? Will these programs attract the more creative and independent students away from the traditional universities? Do these universities face early extinction by overproducing in limited fields? What is a Ph.D.? These are only a few of the many questions to be raised because of the development of these new forms of graduate education. Their experimentation could lead the way for significant changes in traditional graduate programs.

IMPLICATIONS FOR TRADITIONAL GRADUATE EDUCATION

At the Conference on Predoctoral Education in the United States, held in 1969, a resolution was adopted that reflected the need for alternative forms of graduate education[23]:

> Although graduate education in this country is strong, it can be made stronger and more responsive to national needs. We believe that the demands upon graduate education today cannot be met by simple extension of the trends and practices of the last decade. . . . It is increasingly clear, . . . that society also needs, and graduate students are seeking, alternative forms of graduate education. New graduate programs must be devised in response to the changing body of knowledge and to our need for persons educated to cope with urgent, newly emerging problems.

If graduate education in the United States is to change and if that change is, in part, to reflect a response to the particular needs of staff who work or who would like to work in a community college, there are implications for such changes in the alternate forms of graduate education that have emerged in the past 5 years. For those graduate schools considering new programs for community college staff, the following implications, offered in the form of recommendations, from this brief selected review of alternate graduate programs seem pertinent:

- Graduate education should be offered at the convenience of the student. Campus-free, part-time education should be available so that students do not have to give up jobs and family responsibilities. The university should take graduate education to the community colleges where staff work and to those interested in the community college—such

[23] Cited in National Board on Graduate Education, *Graduate Education: Purposes, Problems, and Potential* (Washington, D.C.: NBGE, 1972), p. 1.

as high school teachers, 4-year college and university staff, and those in business and industry—where they live and work.

- The research-based Ph.D. is inappropriate for community college teachers, in that, as Roger Garrison says, "The making of a scholar is the unmaking of a teacher."[24] Universities should explore an alternative Ph.D. or new degrees such as the D.A.
- Practical applications of learning experiences should form a major part of the program. An internship in the area for which the person is preparing should be a minimum requirement. Additional opportunities to evaluate practice, design and test new approaches, explore innovations in other institutions, and participate in projects and workshops should be available. Such practical applications are major components in the Oregon and the Nova programs.
- Opportunities should be provided for personal development. Traditional graduate programs have focused too narrowly on intellectual development. The task of teaching in the community college requires an educator with a system of values and a teaching style that can be considerably enhanced through opportunities for checking personal philosophy against institutional philosophy, exploring teaching styles with colleagues, and improving interpersonal relationship skills. Personal development often becomes the primary focus of the Ph.D. candidates in the Union Graduate School and the Humanistic Psychology Institute.
- Students should assume greater responsibility for determining their objectives and program of study and should be involved in a continuing evaluation of their progress. If universities will help students assess their needs and explore programs to meet those needs, as the Union Graduate School does in its colloquium, students should be able to design creative alternatives to the traditional, prescribed, sequenced course structure of most graduate schools.
- Graduate education should be open to professionals who have proven themselves on the job (Nova accepts anyone who has a master's degree and works in a community college) or to students whose interests and abilities may be different from students who choose to matriculate on campus in traditional programs. It is assumed in the recommendations for new programs and new degrees that new kinds of students would be served. Both Union Graduate School and the Humanistic Psychology Institute make a point of not accepting students for whom traditional graduate education is appropriate.

[24] Roger Garrison, "The Making of a College Teacher," Proceedings of the Seventh Annual Meeting of the Council of Graduate Schools in the United States, Washington, D.C., November 30–December 2, 1967.

• Less emphasis should be placed on grades and the accumulation of credits as measures of program completion. Traditional graduate programs now allow a number of pass/fail options for courses. There are no grades or "courses" in Union or HPI. The Oregon plan calls for a model of competency-based education that could be free of grades and the prescribed course structure.

• Technological innovations for delivering education should be used to supplement programs of learning. If the Open University and Empire State can offer degrees to undergraduates through educational technology, then such technology would seem to be useful to more mature and self-directing graduate students. Most community colleges are equipped with the machinery that could accommodate university programs. Virginia Polytechnic Institute and New River Community College have cooperated in designing programs using the new technology.

• Any new program of graduate education for community college staff must be designed in close cooperation with community colleges. Nova's success is related in large part to its use of community college educators and practitioners at all levels of its activity. The very successful JCLP programs cooperated closely with area community colleges. The centers in New York, Texas, and Oregon are good examples of cooperative arrangements between universities and community colleges. When community colleges are not involved in initial planning and continuing cooperation, the result can be disappointing, if not disastrous, as reported by Arthur Eastman[25] in his description of Carnegie-Mellon's first attempt to develop a D.A. program in English for community college faculty.

• Community colleges have an important role to play in the graduate education of community college staff. Key personnel from area community colleges should be involved at all levels of university program planning. An advisory committee from community colleges should meet periodically with university staff to plan program objectives, determine curriculum, recruit staff and students, arrange facilities, provide internships, organize research, develop in-service programs that complement the preservice programs, and develop evaluation criteria for the programs. Community college staff can supervise internships and as adjunct professors to the university can teach courses and consult with students. Community colleges can serve as practical laboratories as they cooperate with universities to ensure the preparation of staff who are qualified for and committed to the community college.

[25] Arthur Eastman, "Developing Special Teaching Degrees," in Roger Yarrington (ed), *New Staff for New Students* (Washington, D.C.: American Association of Community and Junior Colleges, 1974), pp. 117–126.

CONCLUSION

These recommendations emerge from a selected review of alternative forms of graduate programs. The recommendations are suggestions for traditional universities that wish to explore new programs for the preparation of community college staff. In no way should these recommendations be construed to mean that traditional, research-based Ph.D. programs be reduced or eliminated. Graduate education in the United States is excellent because of these programs, and this excellence has served this society well.

New programs, however, are necessary. There are new societal needs and new students to be served. Some alternate forms of graduate education, some as extensions of the traditional and others as radical departures with little connection to the traditional, are beginning to respond to these new needs and these new students. Because the traditional university has established its success and because it is endowed with rich and creative resources, it can provide considerable leadership in exploring and experimenting with alternate forms of graduate education. A creative university can offer both the traditional and the nontraditional, can meet the needs of traditional graduate students and "new" graduate students. In the case of the community college the traditional university has responded with something less than enthusiasm. If the university, however, responds to the recommendation of the National Board on Graduate Education that "new graduate programs must be devised . . ." and if these programs will reflect some of the promising practices in the alternative programs reviewed here, the community college, at least, will grow in enthusiasm and appreciation for the university. It is also likely that the university will grow in enthusiasm and appreciation for the community college. Such mutual admiration is the hope of all humane reformers.

7 On-Site, Programmatic Approach to Staff Development

Charles C. Collins and *Chester H. Case*
LOS MEDANOS COMMUNITY COLLEGE

There is a logic that argues for the on-site, programmatic approach to community college staff development. Perhaps this logic can be illustrated by reducing it to a true or false test:

T ☐ F ☐ Millions of "new students" are now and will continue flooding the nation's community colleges.

T ☐ F ☐ Tens of thousands of community college teachers[1] will be hired throughout this decade.

T ☐ F ☐ It takes premium quality teachers to maximize the potential of these culturally diverse, often high-risk students.

T ☐ F ☐ Senior colleges turn out subject area specialists, but this is quite different from turning out premium quality teachers.

T ☐ F ☐ In most community college districts, present in-service training programs are a cipher, a false promise with no fulfillment.

T ☐ F ☐ Teaching, like most skills and arts, has to be learned by doing it.

T ☐ F ☐ The most promising place to transform subject area specialists into talented teachers is in the community college itself.

T ☐ F ☐ The appropriate time to convert subject area specialists into sensitive, skilled, dedicated instructors is during their first year(s) of teaching.

[1] The word "teacher" will be used as a generic term to include instructors, counselors, librarians, and other professional staff members.

DOCUMENTING THE "YES" ANSWERS

As this decade opened, there were over 1,000 community colleges throughout the 50 states, staffed by approximately 122,400 teachers, counselors, and administrators trying to train and educate over 2 million students. The total faculty in 1967–1968 represented more than a 375 percent increase over 1957–1958.[2] The Carnegie Commission on Higher Education estimates that by 1980 there will be 3.6 to 4.3 million students enrolled in these 2-year colleges,[3] by which time at least 216,000 staff members will be required. This represents an increase of 93,700 during this decade or 9,370 new staff members each year.[4] Even more disturbing than the question of quantity is the question of quality. Certainly, if reliance is placed on present selection pools and methods of preparation, the outlook for the decade ahead is indeed bleak.

Of the 50 states, only seven require any certificate or credential for community college instructors. One of these seven is California, and its *pro forma* credential is granted upon request to those with a master's degree (or equivalent), who are free of tuberculosis and Communism, and who can pay the $20 fee.[5] Of course, credentials do not assure quality, and the above facts on credentialing are not presented in disparagement. The point being made is that the only minimum to quality control of faculty in the nation's community colleges is the *prima facie* evidence of subject area competence—a master's degree or equivalent in a specialty field.

Community college professionals are well aware that "command of subject" is not the heart of the matter. Most instructors are, if anything, overprepared in their narrow specialty. The problem lies in transmitting and sharing knowledge, attitudes, understanding, and wisdom between teacher and students. It is incredible that higher education has never paid much attention to the professional preparation of its practitioners. To be sure, universities have always sought teachers with command of the subject area, and professors have often been clever enough to become

[2] Leland Medsker and Dale Tillery, *Breaking the Access Barriers* (New York: McGraw-Hill, 1971).

[3] Carnegie Commission on Higher Education, *The Open-Door Colleges* (New York: McGraw-Hill, 1970).

[4] National Advisory Council on Education Professions Development, "People for the People's College: Community Junior-College Staff Development Priorities for the 70's" (Washington, D.C., 1972).

[5] T. M. Stinnett, *A Manual on Certification Requirements for School Personnel in the United States*, 1970 edition (Washington, D.C.: The National Commission on Teacher Education and Professional Standards, NEA, 1970).

well-organized, articulate, even witty dispensers of information. Some professors—the self-critical, thoughtful, dedicated ones—have educated themselves to be great teachers. The point, of course, is that the development of a teacher should occur by design, not by chance.

It is folly for community colleges to act upon the adage that what is good enough for the universities is good enough for them. Hiring practices testify to the awareness among these colleges that education is infinitely more than a process of the well informed lecturing the poorly informed. In the academic year 1969–1970, there were 1,781 full-time faculty members hired in the California community colleges. The richer and/or more attractively located community colleges "stole" 392 faculty members from poorer or less attractive colleges. Some 546 were recruited from the secondary schools, while 344 had won their teaching spurs in 4-year colleges. Although 459 had newly minted 1968–1969 M.A. degrees, only 129 of the total number hired (1,781) had no prior teaching experience. Forty of these new teachers had had community college practice-teaching.[6]

College districts pay premium salaries for experienced teachers because they have little evidence or faith that the universities and senior colleges are providing much quality preservice professional preparation. But, also, most community colleges are painfully aware that they themselves provide little, if any, in-service professional development.

The two reasons on-campus professional development is not often top quality are that little, if any, of the budget is allocated for it and there is no one there to do it; responsibility for planning and carrying out a first-rate program most often falls between the administrative cracks. The college president and the dean of instruction both mean well and often say kind words about professional development of the staff, but they know that they have neither the time nor the preparation to carry it off.

Perhaps the authority of the National Advisory Council on Education Professions Development will help change rhetoric into practice. The kernel of the advice they gave the White House in 1972 was this:

> Imaginative and potent educational programs for community–junior college staff which are supported by the federal government, state and local governments, four year colleges and universities, community–junior colleges, private foundations, and other appropriate agencies must be continued where they do exist and organized and developed where they do not, if the community–junior college concept is to survive at all, much less grow and mature in its contribution to American society.

[6] Tom S. Phair, "New Full-Time Faculty Members in the 91 Public Community Colleges of California, 1969–1970 Academic Year," unpublished report of the Office of Educational Career Services, University of California, Berkeley, 1970.

And, most important, they went on to advise:

> While the need for pre-service programs is important, programs for the 70's should focus on in-service education.[7]

SOME COMMONALITIES OF ON-SITE PROGRAMS

A quick look around reveals some common elements of on-site, professional development programs. First, they are do-it-yourself in the sense that graduate programs are minimally involved. Even so, these programs are not vacuum-tight do-it-yourself, inasmuch as each peeks over the others' shoulders, most flock to any conference that announces a session on staff development, and all eagerly read any addition to the tiny literature on this subject.

The on-site programs invariably have a managing entity of some sort, try to find a center of faculty interests, tend to be episodic with menus of activities rather than integrated programs, usually depend upon existing personnel thereby heaping new responsibilities upon old ones, most often have limited funds, and compete with uneven success for campus resources. Though piously supported in words, most, in fact, buck prevailing headwinds in the form of negative faculty attitudes, overloaded work schedules, meagre incentive and award systems, campus politics, and hurtful misconceptions of purpose.

Organizational Options

What can be termed an "officed" program is one of several options for the organization of on-site staff development. Here, the staff development effort is assigned to a regularized administrative position and is given a budget and support services. At Los Medanos College, which will be used as the prime example in this report, the professional development facilitator's office is the central point for coordinating activities, and the professional development facilitator (PDF) becomes the most active agent in planning, doing, and evaluating staff development activities.

Other colleges organize according to another option, the "committeed" format, in which functions of program management, goal definition, allocation of resources, and priority setting, are essentially determined by a committee constituted largely of faculty and, when lucky, served by an executive-secretary-type functionary.

A third, the "hyphenated" option, prevails when staff development tasks are assigned to an administrative role already in existence, or when

[7] National Advisory Council on Education Professions Development, *op. cit.*

a new position of several mixed duty areas is created, e.g., the associate dean for personnel services becomes the associate dean for personnel services *and* staff development.

The "grass roots" option depends on an unprompted surge of interest from within the college community to give impetus to a staff development activity. The "command performance" option is probably the best known and least liked. It is the type of activity that is defined from above on the basis of inferred or suspected needs and is administratively mandated. Those familiar with the old time opening-of-school-orientation programs or the "visiting fireman" approach will recognize this option.

Of these structures, the officed format for organization appears to have the greatest promise for maintaining a comprehensive staff development program. This format also has the potential danger of centralizing the developmental function to the extent that it becomes a "one person show." This could act to the detriment of broad college involvement, especially if deans and department chairmen adopt a "let the development officer do it" viewpoint. The officed approach has the advantage of personalizing the developmental effort, of attaining and maintaining high visibility, of making staff development an on-the-record college commitment, and of offering accessible, highly personal, and immediately available services to faculty and others.

The committeed approach has an advantage in that it will seem based upon broad representation within the college community. It will probably only undertake cautious activities ordained to succeed, since they have been tested, compromised, and limited. It has the serious disadvantage of being impersonal and hard to attain and certainly not the source a troubled instructor in need of assistance would approach for help.

The hyphenated option has built in problems, stemming from the fact that the role will be overloaded already. And even if the "dean of everything" has the energy for the overload, the multiple functions of the role tend to compromise the ability of the incumbent to relate to persons in a confidential, nonjudgmental fashion. Both the grass roots and the command performance options can be effective in generating interest in topics, conducting one-shot workshops, and prodding a reluctant faculty; but both are plagued by a lack of continuity, vagaries of budgetary struggles, lack of coherence, and footdragging by the faculty.

One On-Site Program: Los Medanos College

Los Medanos College, a new college in the Contra Costa Community College district, received financial assistance from the W. K. Kellogg Foundation to test and further develop a model for the induction and professional development of community college staff members.

This model shifts the primary locus of professional training from the university to the employing college, from preservice to in-service training. It parlays the induction of new staff members into the continued professional development of all staff members.[8] Auspiciously, it enjoys all circumstances outlined as being the essential preconditions for successful on-site professional staff development.[9]

Since the Los Medanos College program concerns itself with all the personnel of the college, it is properly described as a total staff development program. The program, only now in 1974–1975 entering its second year, is still at a very early stage in terms of experience and availability of evaluative data.

Clienteles and Activities The Los Medanos College program addresses itself to five intracollege clienteles. Those receiving the largest share of attention are the Kellogg Fellows, the new and relatively inexperienced faculty who are participants in the induction phase of the program. The Kellogg Fellows participate in an intensive 3- to 4-week August seminar prior to the opening of classes; during the induction year they attend a thrice weekly, 2-hour seminar while teaching a load reduced by 20 percent. Throughout this first year, they are given all the individual, personalized help that the PDF can offer.

Another clientele is the experienced faculty, to whom the program is beginning to offer consultation, workshops, seminars, faculty retreats, and opportunities to serve as teacher to teachers by means of "master classes" and as colleague–mentor to new faculty in the induction phase.

The classified staff is the third clientele. This sizable group is enrolled in a staff development seminar that meets weekly for several hours to receive orientation to the college, to discuss the college's philosophy and mission, to understand its business functions, and to explore aspects of communications and interpersonal relations.

Adjunct faculty (part-time and hourly instructors) is a fourth clientele. Orientation sessions, workshops, seminars, and consultation with administrators and regular faculty are all part of the planned activities for this group. This is, admittedly, the clientele now getting the least help, though probably needing it the most.

A fifth clientele is the administrative group, which is enrolled in a staff development seminar meeting weekly for 2 hours to discuss college operation, share information and experiences, explore solutions to problems, and discuss issues arising out of assigned reading.

[8] Charles C. Collins, "The Induction of Community College Instructors: An Internship Model." Available from ERIC Clearinghouse for Community Colleges, UCLA, Los Angeles, California, 1971.

[9] Roger Yarrington (ed), *New Staff for New Students* (Washington, D.C.: AACJC, 1974).

Structural Aspects The structure of the staff development program is an integral part of the overall structure of the college. The program has introduced several new roles, such as the PDF. This is an administrative role, although of a special variety. The PDF holds a staff, not a line, position and reports directly to the president, while serving strictly in a resource relationship to the entire staff of the college.

Another role is that of Kellogg Fellow, already mentioned. The Fellow is a full-time, fully responsible, and fully participating faculty member during the induction year. It has been found important to assiduously avoid defining this role as "intern," or any other terms that could denote a kind of "rookie" status, or a less than first-class citizenship. Salary, rights, and privileges are those of any first-year faculty person.

A Closer Focus on the PDF Role To erase any impression that the PDF is a kind of teacher educator in exile, a proprietor of a series of seminars, we have indicated the kind of work the PDF might encounter. Emphasis here will be on the one-to-one personal services the PDF has the opportunity to offer.

This is not to demean the seminars, however, for they form the basis of Fellow–PDF relationships that bridge more personal contacts. Some examples of seminar topics and activities will help illustrate the point. Since the first day of class is a topic of prime concern, both practically and symbolically, the preparation of handouts, determining course policy, grading systems, the organization of materials, the setting of class norms, and the inevitable butterflies are early topics for consideration. They are dealt with at both the information and affective levels. The follow-up on these topics comes in individual conferences, where the PDF can provide critical feedback on materials prepared by the Fellows, focusing on the immediate and particular circumstances of each Fellow. Also held are exercises in asking (and answering) questions and in giving understandable directions. Fellows teach one another by video recording and critique. Options for the preparation of quizzes and exams are analyzed and evaluated. Instructional strategies, such as simulations, group learning, and even the lecture, are demonstrated and criticized. These and numerous other teacher concerns crowd into the seminar time along with discussions on student characteristics, debate on approaches to learning, sensitizing discussions to intergroup and intercultural relations, personal perceptions and feelings, and exploring the role of the instructor.

The role is privileged. The PDF can work with a person in a nonjudgmental, nonpunitive fashion to facilitate simultaneous growth in several directions. For example, a Kellogg Fellow with little actual teaching experience sought suggestions on the development of course content. During several lengthy conferences, the dialogue widened to

include goals, objectives, activities, and evaluation procedures. But more than an interesting unit was built: An augmented self-confidence, an expanded self-concept, and lessened anxieties followed. The Fellow, needful at that point of an assist in settling into an instructor's role, experienced success in the classroom to the applause of a concerned administrator.

A day in the life of the PDF will see an almost dizzying sequence of events from formal, routine functions to leading seminars, planning activities, and, very importantly, the one-to-one conversations and conferences. By being visible, available, an integral element in the organization of the college, and nonjudgmental, the PDF avails the needful faculty member, no matter how evanescent the need, of college "community"—the kind of personal, intimate services that go unfulfilled on most campuses.

Resources The Staff Development Program at Los Medanos College enjoys access to essential resources, not the least of which is the generous funding of the W. K. Kellogg Foundation. For 3 years these monies will defray the expense of the Fellow's released time, salaries for the PDF and secretary, and certain other program costs. District money is a considerable contribution as well, defraying as it does operating expenses, overhead, and additional salary costs. More importantly, the district has committed itself to underwrite all costs of this program at the end of the 3-year Kellogg grant. The district has been willing to make this commitment since logic and first-year experience argue that in the cost–benefit analysis, benefits will outweigh costs.

Another major resource resides within the personnel of the college. The director of the Learning Resource Center is a key resource in those aspects dealing with curriculum development, instructional strategies, media, and evaluation. The president, deans, and directors are called upon for their expertise in such areas as student characteristics, philosophy and history of community colleges, preparation of instructional objectives, community involvement, and evaluation. The president is readily available as a participant, resource person, and clarifier of policy and procedure.

Goals of the Program The goals of the program are broad, encompassing, and congruent with institutional goals. The program is intended to establish and perpetuate an environment conducive to learning, to develop an understanding of and a loyalty to the goals and philosophy of the college by all members of the staff, to encourage the use by instructors of a wide range of instructional strategies consistent with college commitments to self-directed learning and use of media, to promote effectiveness

in interpersonal relations and communications and sensitivity to the needs of "new students," and to function effectively in a multicultural setting.

IMPLICATIONS FOR GRADUATE EDUCATION

Assume for the moment that the on-site model for staff development proves successful. Assume that the Kellogg-funded test at Los Medanos College demonstrates that apprentice teachers quickly become journeyman teachers and that journeyman teachers often develop into master teachers. Further, accept for the moment the argument that the cost of this on-site program is, over the years, no more expensive than the present practice of trying to buy quality by hiring experienced but expensive teachers. If all of these assumptions proved to be well founded, what then would be the implications for graduate schools vis-à-vis community colleges?

Would on-site staff development result in closing down university operated internship programs for community college teachers? Yes, it might. But how many of these programs for teachers (not counselors or librarians) are viable operations in 1974? At most, it would be an underwhelming loss to the community college movement.

Would on-site staff development obviate any need for undergraduate or graduate courses in psycholgy or sociology or personality theory or learning theory or history of education or philosophy of education or curriculum or educational technologies or other courses to be found in the catalogs of graduate schools of education? No! Widespread adoption of the on-site induction model might indeed increase enrollment in such graduate courses for they increase the readiness of young teachers to profit from in-service training.

Would on-site staff development run counter to the movement toward doctor of arts programs? Not likely, for graduates of such education-oriented doctoral programs would simply become better candidates in the hiring process at community colleges. However, the preparation for the doctor of arts is not specific enough, nor local enough, nor sufficiently community college oriented to serve in lieu of the induction year that is an integral part of the Los Medanos College model. It is also true that excessive units and degrees make for teachers expensive, hence some community colleges might be skeptical about getting their money's worth.

Would on-site staff development be an alternative option to field-based graduate programs, to approaches that put graduate university-based programs on community college campuses? Again, the answer is no. Field-based graduate programs are graduate programs that have been moved to locations convenient to students and are mostly addressed to

educational practitioners who seek advanced degrees in administration or in specialty areas of education. They are not moment-to-moment and day-to-day in-service training. Certainly, they do not begin to extend the individually tailored kind of help that the PDF provides.

There are areas in which the graduate school programs with their payoffs in certification, focused expertise, and engendering a "cosmopolitan" outlook can complement on-site efforts and in some cases fill the voids unservable by on-site programs. From these generalizations some final implications for graduate education can be drawn.

Just as the on-site programs need to define their clienteles, so also the graduate schools aspiring to offer programs for community college personnel need to define, or redefine, the most appropriate clients. A large and diverse, but needful, clientele is to be found in the experienced faculty members. In this huge contingent are numbers of successful instructors, masters of pedagogy, and experts at curriculum who are nonetheless restless and need personally fulfilling activities. Another, perhaps overlapping, clientele is the faculty mobiles who have definable career objectives and need focused training in theory and practice of management skills, research skills, or advanced work in learning and curriculum.

Administrators constitute another clientele, but one that has traditionally been served by numerous programs in graduate education. A redefinition of this clientele might identify the "middle" management personnel (deans, division chairmen, department heads) and lead to programs suited to their needs, though not as extensively as degree programs.

Finally, there is an urgent implication: Graduate schools must develop programs that prepare persons as facilitators of staff development on the college campuses. Every college could conceivably find useful employment of a staff development officer. This person needs to be more than a master teacher and more than a teacher educator in exile. It is a new field. Graduate programs could serve it well by working in close cooperation with the community colleges to design a curriculum rich in both practice and theory.

8 University Field-Based Model For Graduate Professional Development

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Professional staff development for community colleges is everybody's business! In fact, the developmental needs of both teaching faculty and administrators in the coming decade will be only partially met even with maximum efforts from traditional university programs, local and consortium-based "do-it-yourself" programs, such agency-sponsored efforts as the proposed AACJC regional development centers, and new university field-based programs. This becomes apparent when we think about the numbers to be served, the dimensions and quality of developmental activities required, and the continuing or renewal aspects of professional development.

Recently, I had the opportunity to check some of the community college staff projections I had made for the Carnegie Commission on Higher Education and found them to be reasonably sound. In brief, by 1980 we will have approximately 103,000 full-time-equivalent (FTE) teachers and 5,000 administrators at the dean level or above.[1] From 1975 to 1980 there will be an estimated 30,000 new teachers and 500 new adminis-

[1] The Carnegie Commission on Higher Education, *The Open Door Colleges: Policies for Community Colleges* (New York: McGraw-Hill, 1971); Leland L. Medsker and Dale Tillery, *Breaking the Access Barriers* (San Francisco: McGraw-Hill, 1971); R. E. Schultze, *Administrators for America's Junior Colleges, Predictions of Need 1965–1980* (Washington, D.C.: American Association of Junior Colleges, 1965).

trators.[2] These projections are based on institutional growth, as well as on estimates of staff replacement. In relationship to numbers only, then, the challenge to all of us is staggering, particularly, if you assume, as I do, that existing teachers and administrators need (and will seek) professional development at least as much as new staff members.

Definition of the scope and quality of developmental programs is harder to come by. But I take the position, as do most writers in this field, that the community colleges are not fully prepared to fulfill their commitments to the students and the communities they serve.[3] New programs, new teaching methods, new people, and even new organizational arrangements are called for if promises are to become realities. Such efforts require extensive research and theoretical foundations; disciplined planning, implementation, and evaluation; adequate financial support; and far better articulation among those involved in professional development efforts than now exists. These issues take on special dimensions when viewed from the perspective of continued individual renewal over the full span of professional life. They are identified here because of my opening assertion that many groups will and should have a "piece of the action." Competition within this emerging complex of community college professional development activities and political efforts to stifle innovations would not be constructive. A new order of cooperation and coordination is needed.

This paper will describe and generally assess one major approach to community college staff development that is both fresh and innovative, but one that grows from a long and well-tested tradition in professional graduate education. I have chosen to refer to this approach as the university field-based model. Variations on the theme are unlimited, and a number of them are now in operation. Rather than present a survey of these programs, I should like to sketch the general principles or elements of the model, suggest some dimensions for evaluation, and describe a specific program (namely, Nova University's national Ed.D. program for community college administrators and teachers).

[2] The estimates of new faculty are based on the following facts and assumptions: There were approximately 40,000 FTE faculty in American 2-year public colleges in 1966; a ratio of 1:25 FTE faculty to FTE students leads to a projection of 103,000 FTE faculty when based on projection C of the Carnegie Commission on Higher Education of 2,569,000 FTE students in 1980; using Carnegie Commission's projection of an increase of 433,500 FTE students from 1975 to 1980, it is estimated that 17,340 *additional* FTE faculty will be needed plus 12,660 *replacement* FTE faculty (from Medsker and Tillery, *op. cit.*, pp. 31, 102).

[3] K. Patricia Cross, *Beyond the Open Door: New Students to Higher Education* (San Francisco: Jossey-Bass, 1971); John E. Roueche, "Salvage, Redirection, or Custody?" ERIC Clearinghouse for Junior Colleges Information monograph series (Washington, D.C.: American Association of Junior Colleges, 1968); Edmund J. Gleazer, Jr., *This Is the Community College* (Boston: Houghton Mifflin, 1968).

DIMENSIONS OF THE FIELD-BASED MODEL

Like many "nontraditional" forms of contemporary higher education, field-based programs for professional development of community college personnel are designed around concepts and practices that have been tested over time. That these practices seem innovative and nontraditional today results from the excessive academic orientation of much recent graduate education. What then are the essential elements of field-based education? In what ways are they grounded in sound educational philosophy and practice?

Integration of Theory and Practice

Both the medical professions and the hard sciences, for example, have demanded time, resources, and laboratory or clinical settings in which to test concepts against real life. This marriage of theory and practice goes a long way to explain the phenomenal development of many scientific and technological fields and the relative lag in certain social and humanistic fields of education. The practicum, the internship, and the clinical seminar predate much academic work in the medical and empirical sciences. Interestingly, such practices have been enhanced rather than abandoned as these fields less than a century ago were incorporated into American universities. This is because of the leverage that theory and scholarship give to the understanding of experience. Why in light of this tradition has field experience been so suspect in other disciplines and in the preparation of professional educators? I would like to suggest that there has not been an adequate body of theory to sanctify the marriage of classroom and fieldwork. Much fieldwork in education and the social sciences has been tacked on to academic activities. It has little relationship to what is learned in the classroom; the fieldworker often has no lens to interpret what goes on in the work situation; and frequently, he has little conceptual basis for explaining why he does this or that. If these charges are true, it is little wonder that practical experience is not legal tender in some university circles. The field-based model, as we shall see, gives special attention to the integration of theory and practice.

Involvement of Practitioners in Setting and Achieving Objectives

There appears to be no diminution in the charges that many university graduates are ill-prepared to function as they were supposedly prepared. This conviction is so widespread in the community college that much preservice education is considered to be irrelevant if not dysfunctional. It has been fascinating recently to talk with university professors of English

and mathematics, among others, who are discovering that the community colleges are now the only places where their graduates might be employed. Although some of the faculty members seek to learn something about those bewildering institutions out there, few of them seriously consider the possibility of working with community college leaders in determining programmatic objectives. This is a far cry from the contemporary architect, for example, who spends great amounts of time with his clients in defining design objectives and in determining architectural specifications. Similarly, the field-based model requires a high degree of participation from teachers and administrators in the field, not only in program design but in conducting the program and its evaluation.

Education: Where the Action Is

As in the clinic, the courts, and the laboratory the arena for much professional learning is in the daily life of real institutions. Why demand that the student leave these natural laboratories for the lecture hall or seminar room? It makes more sense to import the theoretical and scholarly components to this real world than to deport the student from the very settings in which he needs to gain and refine new insights, sensitivities, and skills. This recognition of the great learning possibilities in professional settings need not result in provincialism nor in self-confirmation. The field-based model envisions cross-institutional stimulation and comparison and extensive intellectual interaction with peers, institutional leaders, and university faculty.

Regretfully, I find that in many universities field experience and responsibility is viewed as interference with the academic components of graduate study—something to be tolerated and maybe to be included as a degree requirement. In the latter situation, some splendid internships have been developed. In many programs, however, the internship is merely window dressing, carries no credit, and is inadequately supervised, if at all.

In the field-based model, many seminar projects, practicums, and research are encouraged or required to be grounded in the field setting. The linkages between actual issues in the student's employing institution and conceptual knowledge from seminars and readings are called for, evaluated, and utilized in teaching.

Service to Field Institutions

Traditional doctoral studies, like seminar papers and projects, are viewed as of questionable value by practitioners in community colleges. The belief that these products are usually filed in university libraries, never to

be read again, rings a bit too true. I can recall not too long ago a comment by a national leader in community college education that dissertation abstracts he had reviewed from a number of university centers represented a waste of time, resources, and potential for service. Although I do not share this assessment, it does seem clear to me that many universities continue to encourage students to produce dissertations that are dull, trivial, and of little conceptual importance. True, it is not easy to strike a balance so that scholarly work brings appropriate theory and methods to bear on important questions in educational practice. But that is what the professional degree is all about! Projects of this nature are eagerly sought after by colleagues in the community colleges and become leverage for educational change.

The field-based model makes a virtue of direct service to the community colleges. In addition to encouraging major research projects useful to the field, students conduct practicums as essential extensions of seminar work, are expected to incorporate knowledge from professional experience into their papers and seminar activities, and are encouraged to apply new ideas to their professional work as teachers and administrators. Ideally, individual students join both peers in the graduate program and associates in the field to tackle complex problems in their colleges.

Part-Time Student, Full-Time Learner

It is my impression that most universities have lost the battle of trying to compel professional students to leave their jobs in order to study full-time for graduate degrees. Nevertheless, they still try and have difficulty accommodating and respecting the working student. Classes are frequently offered at inconvenient times and too infrequently for the part-time student. Furthermore, since the working student must stretch his program over longer periods of time, he is often penalized financially and in regard to residency requirements. Perhaps most serious is the difficulty he sometimes has when he wants to ground his new learning in the realities of his professional life. When he does this, he runs the risk of being viewed as provincial and too pragmatic.

The field-based model is designed for the working professional. In all aspects it seeks to honor and use experience, but with new powers of conceptualization and methodological discipline. Above all, the student doesn't feel like a second-class citizen, and arrangements are centered around his availability and professional responsibility. Such arrangements have been made not *just* for the convenience of the student; rather, they happen because the field-based program is founded on the belief that professional work and study reinforce one another. The whole is greater than the sum of the parts!

There are other aspects of the field-based model of graduate education that might be added to our discussion, many of which would be principles of good educational practice generally and not unique to this model. In discussing criteria for program assessment and the Nova University program, specific examples of these concepts will be visible.

CRITERIA FOR EVALUATING PROFESSIONAL DEGREE PROGRAMS

It would be useful to have comparative studies of field-based and campus-based graduate programs for community college personnel. To my knowledge, none exist, although individual programs of both types have been evaluated. To stimulate such comparative studies I have prepared a set of criteria for consideration. Although I believe the essential elements for evaluation and comparison are presented in Table 1, it is likely that we could think of additional ones.

I have taken the liberty of making tentative comparisons of the two types of graduate programs. These assessments are not grounded in empirical studies but on my knowledge of, and personal experience with, field-based and campus-based education. In suggesting such comparisons, I have in mind the several university community college leadership programs originally funded by the W. K. Kellogg Foundation and the new field-based Ed.D. program developed by Nova University.[4] However, awareness of other programs that have emerged in recent years has also influenced my value judgments.

It seems clear that both types of programs have advantages and disadvantages and, as assessed by the proposed criteria, vary markedly within each type. Of course, in designing comparative studies it would be important to add such factors as financial resources, institutional commitment, and program productivity as defined by graduate employment, advancement, and leadership. Interestingly, there are few, if any, "pure" campus-based programs, although several of the field-based programs are untainted by what some advocates consider to be the constraints of campus operation. Certainly, too, it should not be forgotten that most, if not all, of the elements of the field-based approach were developed and tested on university campuses. Each of the original community college leadership centers, for example, stressed the importance of cooperation with the 2-year colleges in its serve area, the need for internships and

[4] National Advisory Council on Education Professions Development, "People for the People's College: Community College Staff Development Priorities for the 70's" (Washington, D.C., 1972); American Association of Junior Colleges, *Eleven University Programs for Community College Leadership* (Washington, D.C., AACJC, 1970).

TABLE 1 Criteria for Assessing Professional Degree Programs[a]

Criteria	Field Based	Campus Based
Community college involvement in program design, implementation	++[b]	− to +
General qualification of students	√ to ++	√ to ++
Faculty qualifications		
Scope and diversity	++	− to +
Community college competency	++	− to ++
Integration of field experiences	++	− to ++
Designed for working professionals	++	− to √
Availability of learning materials		
University libraries	− to √	+ to ++
Access to media	++	√ to +
Local group libraries	+ to ++	− to ++
Intellectual stimulation		
Freedom for study and research	−	− to ++
Interdisciplinary study	√	√ to ++
Cross-institutional input	++	− to +
Association with national leaders	++	− to ++
Regional and national meetings	++	√ to +
Leadership development	√ to ++	− to ++
Evaluation and self-correction of program	++	− to +
Professional recognition of degree	?	√ to ++
Nature of program		
Scope	++	√ to ++
Intellectual content	+	√ to ++
Professional content	++	√ to ++
Integration	+	√ to ++

[a] The assessments below are purely subjective and are based solely on the author's experience with both types of programs.

[b] The evaluation symbols in order from least to most favorable are: −, √, +, ++.

other field experiences, and the value of utilitarian projects and dissertations. It is from this tradition that exclusively field-based programs have emerged. So it is not surprising that much of the leadership for this new emphasis comes from university professors and community college personnel who have worked together at the several leadership centers.

The real issues in understanding the uniqueness of such a program as that conducted by Nova University, for example, are those of scope, the primacy of professional experience, and a philosophy that makes part-time study a virtue rather than an embarrassment. I have heard spokesmen for traditional campus-based programs argue against letting external degree field-based programs operate in their regions by claiming that they too can offer field-based education. Quite apart from asking why they

have not done so, I would want to have answers to such questions as follow: What kinds of resources do they have available to engage in such high cost education? What kinds of commitments do they have from university leaders and faculty colleagues who frequently distrust and discredit "nonacademic" learning? How would they manipulate graduate school regulations related to residency and full-time study? What success will they have in getting university committees to encourage and approve dissertation topics and designs that promise some usefulness to educational practices? All of these objectives might be achievable in some graduate school settings, but they cannot be achieved by a naïve "me too" claim. Again, it is important to stress the relatively high cost of developing and conducting field-based education, particularly for those universities that have little tradition of working cooperatively with community colleges.

Even university centers with the longest tradition of service to the community colleges and linkages with these colleges through their graduates and through the history of jointly planned activities are facing mounting criticism from leaders of the community college movement. The scope and relevance of some programs fall short of what community colleges deem essential. It is within this context of promises and productivity that university graduate programs need to be reassessed. Field-based programs help clarify the criteria for such assessment and provide promising alternatives for more traditional approaches.

NOVA UNIVERSITY'S Ed.D. PROGRAM FOR COMMUNITY COLLEGES

I have chosen the Nova program as a prototype of field-based graduate professional education for a number of reasons. First, I know more about it because I have been involved for several years in its development and implementation; second, the program exhibits great scope, concept comprehensiveness, and extensive internal and external program evaluation. The choice of the Nova program may suggest that I am equating field-based education with external degree granting. That this is not the case will be made more explicit in my closing comments. But there is a certain logic in choosing a program that seeks to weave all the essential elements of field-based education into a comprehensive package. Nova certainly does this. In implementing certain of the elements, however, it may be more traditional than some advocates of reform in professional education think appropriate. It has been said that the Nova program is traditional in content but new in its delivery system.

An Overview

Nova University, chartered as a graduate university in 1964, was affiliated with the New York Institute of Technology in 1970 and was accredited as a graduate institution by the Southern Association of Colleges and Schools in 1971. Since the community college program is national in scope, Nova officials work with state educational bodies in gaining approval for operation in the several states; such approval is based in part on the regional reciprocity resulting from accreditation by the Southern Association. The program was announced in 1972 at which time a number of professors from other universities with community college graduate programs joined several leaders from community colleges to help design and conduct the new programs. In November 1972 seven clusters were in operation; by January 1975 that number will increase to 30.

Nova University is offering an off-campus doctoral program designed specifically for qualified community college teachers, counselors, student personnel service staff, and administrators. Candidates who have master's degrees may specialize in administration, the behavioral sciences, and curriculum and instruction. Statements of several major objectives are best adapted from the most recent announcement of the program[5]:

- No longer must universities be walled situations to which students must systematically present themselves.
- The rigorous program, exported to the students' home environment, calls upon the dedication and tolerance for ambiguity that defines the exceptional student.
- The practicums and the major applied research project provide opportunities to grapple with real problems in education.
- Since the program is geared to the unique situation of community colleges, participants should be more responsive to the needs of their institutions through institutional research projects and the curriculum.
- The prevailing provincialism in some educational institutions is mitigated by providing a national perspective to the program. The scarce national talents of community college leaders throughout the country are coordinated wherever clusters are located.
- An informed set of leaders who are involved in the community college movement will be produced on a national scale.
- Institutional improvements are to be fostered through practicums and institutional research projects conducted by participants.

Well, that's a tall order for any program or group of programs. Later, I will try to sketch the strengths and the weaknesses I have experienced in the program to date. However, I should say now that remarkable progress has been made, and a number of university and community college

[5] Nova University, *Ed.D. Program for Community College Faculty* (Fort Lauderdale: Nova University, 1974).

leaders who were holding back until evidence of quality was apparent have now joined in the effort to make the Nova innovation work. The leadership of Nova University knows that this commitment on the part of national leaders is less to the university than it is to creating an alternative form of graduate professional education.

The Clusters

Each cluster is composed of from 25 to 30 members who generally hold teaching, counseling, or administrative positions in community colleges clustered within commuting distance of one another. The number of colleges, varying from cluster to cluster, generally include about six colleges. Prior arrangements are negotiated with the colleges so that participants are granted recognition for work completed in the program, facilities are made available when appropriate, and cooperation will be available when students undertake practicums and other projects. Typically, the cluster coordinator is chosen from one of these colleges. This person must have an earned doctorate and skill in facilitating the learning process. The coordinator is paid by Nova University and has cluster funds for library materials, guest lecturers, and other professional activities of the cluster. The national lecturers and the Nova staff rely heavily on the coordinator for flow of materials and communication. Increasingly, the coordinators are playing a useful role in the approval process for the major applied research project (MRP) proposals and the final projects.

Within a short time a high esprit develops among the cluster members, and this sense of identity is stimulated and utilized by the lecturers and staff. The students soon learn that they have much to learn from one another, that their several colleges offer alternative ways of doing things, and that doctoral study is not the lonely business it is reported to be. Working and living together during the summer institutes enhances morale and mutual service among cluster members.

It is typical for cluster members to join together in certain practicum activities and in preparing presentations for seminars. They have also sponsored professional activities for their own group, as well as college colleagues.

Modules of Study

In addition to the following six core modules, each participant must complete a major applied research project in the third year. (This third year will be described in a separate section.) Each of the six modules is designed to help the community college leader reach a high level of

proficiency in structuring the learning environment and program so that students may learn more efficiently and effectively. Each module has been developed by teams from universities and community colleges, and specific learning objectives have been established, forming the basis for teaching and student evaluation. Furthermore, bibliographies are developed and form the basis of cluster library materials purchasing. The modules are:

1. Curriculum development in higher education;
2. Applied educational research and evaluation;
3. College governance;
4. Learning theory and applications;
5. Educational policy systems in higher education;
6. Societal factors.

These modules become the core of the first 2 years of study. Each module lasts 3 months and is taught and evaluated by a nationally distinguished lecturer who has an earned doctorate. In addition to the module proper (lectures, reading, group work, writing of papers, and so on) each student must design a practicum related to that module and, upon its approval by the Nova staff, complete the practicum for credit. The practicums are made available to the students' own institutions, to other colleges in the program, and by selective publication to the profession. Efforts are made to see that the several modules reinforce one another and that unnecessary overlap is avoided.

Because the subject matter of the several modules suggest varying teaching strategies, no single description of what takes place during the 3 months of learning is complete. Variability is also introduced by the individual styles of the national lecturers. Nevertheless, some idea of module activities can be gained by a brief description of my own approach to teaching the governance module.

Orientation During the summer institute I meet with members of the three clusters with whom I will work during the coming year. At this time I share with them my objectives for the sessions and my style, challenge them to begin reading from the bibliography, and get to know them as individuals and they me.

Prestudy In addition to bibliographies, special module materials are sent to the cluster prior to my first visit. These include provocative papers, unpublished data or reports, and case materials. The first seminar plan assumes that the students are prepared to move with me at a rather sophisticated level.

The First Visit Since the cluster seminars usually meet on Saturdays, I often arrive on Friday in order to meet that evening with the cluster coordinator and, frequently, with the students. We formally meet at 9 a.m. the next morning for an opening seminar on college governance with particular emphasis on decision-making structures, useful theories, and the complex governance hierarchies within which individual colleges are imbedded. Because I require group work across institutions during the month before my visit, I spend some time during the morning in having each student identify his or her role in college governance and beliefs about the major issues involved. This usually results in new awareness about how colleagues can be of help in the module, and information elicited becomes an agenda for the module. During the afternoon the institutional cases and methods for their use at the next session are introduced and decisions reached about the composition and work of teams in studying the case and making presentations during the second session. We also discuss the topics and style of the two position papers I require for evaluation. One of these papers is to be mailed to me a week before my next visit and the second a week before the third visit. My commitment is to read, comment on, and grade the papers so that I can distribute them during the second and third sessions. The first session ends around 4 p.m. with an agreement on the modules content, participant responsibilities, and products for evaluation.

The Second Visit The second visit is very intense because the case work stimulates understanding of similar issues in real institutional life and the usefulness of concepts in standing back from immediate experience. Invariably the case presentations have been done with style, reflecting effective teamwork during my absence. Readings and experiences are tied into case analysis. Sometime during this day a panel of students who have written particularly stimulating, but conceptually different, papers works with me in discussing the issues involved. Finally, arrangements are reviewed for the second paper and the month of individual and team-work required for the third visit. Whenever appropriate, the Friday evening preceding this session is spent in an informal dinner meeting with the students and, on occasion, with the presidents and other leaders of the colleges making up the cluster.

The Third Visit Usually, the central topic of this last session is fiscal management and decision-making. Teams have worked on such topics as program budgeting, state plans for college finance, and the budgeting process in staff development. Often this intersession work involves local and state officials who sometimes join us for the Saturday seminar. The day moves rapidly. More has been learned than can be shared in so short a

time. I use this reality to stimulate continued reading, experience, and cluster work in the area of governance. Throughout, my role is to stimulate, interpret, and synthesize. Because I have read and evaluated the second paper, I am prepared at the close of this 3-month period to submit the final grade for each student. I also know from experience that learning more about college governance is stimulated by daily experience on campus and in discussions with cluster colleagues. Finally, at the next summer institute, other lecturers and I will be challenged to present supplementary seminars on governance topics.

Summary Teaching a Nova cluster is exciting business. It requires careful planning and supervision. It must be based on thorough knowledge of the realities of institutional life, as well as of the theory and research in the field of study. Above all, it requires the ability to learn as well as to teach.

Summer Institutes

Once a year a 1-week institute is held at Nova University. A participant is required to attend two institutes during the 3 years of the program.

> The purpose of the Institute is to bring together the participants, practicum evaluators, national lecturers, and other nationally known educators to express and share ideas. Material is presented that explores the deeper implications of each core area. These symposia are intended to elaborate on applied theory, and they focus on current issues in higher education. The intermingling of participants from different parts of the country is expected to provide an enriched environment for the overall Institute.[6]

In July 1974, as in 1973, the institute attempted to "knit it all together," as well as give special attention to the design and approval of proposals for MRP. A new set of faculty were present—the MRP sponsors. These sponsors coordinate the committees that work with students in the design and production stages of their MRP. In addition to substantive work during the institute, schedules were arranged for supervision during the third year and some proposals were approved.

It is very difficult to describe the range and intensity of institute activities. Much is formal and disciplined; much is social and spontaneous. My impression is that the two agendas mix well, but students and faculty alike leave in a state of near exhaustion. In brief, formal evaluations of the institute show very high praise from all participants.

[6] *Ibid.*

Major Applied Research Project

The third year of the Nova program is essentially devoted to the design and preparation of a major research project. Elaborate and well-coordinated procedures have been worked out for faculty advisement and approval for the MRP proposal and the final project. The MRP sponsors are all faculty members from other American universities with experience in sponsoring dissertations, and they coordinate the three-member teams for guiding and approving student research. One member of each team is a resident member of Nova University; the third member may be a cluster coordinator, a national lecturer, or a local professional with an earned doctorate. Planning for the third year and responsibility for MRP quality control are under the general supervision of the former director of one of the first Kellogg leadership programs who has also served as director of one of the major national research centers in higher education.

The statement of purpose and a guide for designing and conducting the major research projects was developed by a team of national lecturers, Nova staff members, coordinators, and students. The emphasis on research that promises to be of practical value to institutions and the educational profession reflects the philosophy of the president of Nova University and the director of the Ed.D. program for community college faculty. As might be anticipated, a number of the first group of students entering the third year want to do rather traditional experimental or quasi-experimental studies. In some cases, these are clearly the designs indicated in view of what the student wants to learn. In other cases, such designs clearly are hindering, and students have been encouraged to free themselves from such constraints.

Specifically, it is hoped that many Nova students will incorporate as integral parts of their designs the development of program models, policy recommendations, and strategies for implementing institutional change. When appropriate and feasible, evaluations of the change processes will be major aspects of the MRP. In other studies, policy and program recommendations, as well as strategies for implementation, are less rigorously incorporated as implications of the study proper. To date, MRP sponsors are finding students interested and increasingly effective in dealing with the design and methodology of applied research.

In summary, the Nova students who come from many disciplines will be asking different research questions and will be guided in selecting the most appropriate design and methods. In any case, they cannot escape the responsibility of dealing with real institutional issues and conducting the research and its reporting in ways that will:

- Have high potential use for the participant in the professional situation,

- Contribute to the improvement of educational practice,
- Be conceived within a framework or rationale that recognizes the need for change in practice, as well as some assumptions about the desirable direction of change,
- Have hypotheses or questions that stem either from previous research or from a theory that suggests possibilities to be tested,
- Lead, in most instances, to some project or plan that, if put into practice, can be evaluated.

Recommendations for Improvement

The strengths of Nova University's Ed.D. program have been founded on conducting a complex, nationwide, field-based external degree program. The potential weaknesses are correctable at this point, and the readiness of Nova personnel to change, based on extensive internal and external evaluation, is encouraging. Major areas of vulnerability include the following:

- The relationship of size to quality is particularly crucial in the Nova program because of the wide geographic distribution of the clusters. Continuous evaluation of teaching, curriculum, and student productivity is essential. Key staff members with primary responsibility for quality control have now been employed.
- The institute program needs to be re-examined, given the special attention needed by students beginning the third year. The idea of bringing new, intermediate, and advanced students together has much appeal. However some overlapping schedule would achieve the goals of student cross-stimulation and at the same time permit the institute staff to focus more effectively on the needs of the various groups of students.
- More attention needs to be given to ensure substance similarity of the several modules within the range of individual differences. Continuous curriculum revision among the national faculty members would eliminate inequities among clusters.
- New criteria should be used in selecting cluster coordinators so that they may contribute substantially to the work of the third year.
- The decision to terminate staff members who consistently receive low student evaluations should be faithfully carried out.
- More attention should be given to developing cluster libraries and facilitating student use of materials from major university libraries in their regions.
- The research module should be re-examined to ensure consistency of the methodology taught to that permissible for the major applied research project.

CONCLUSION

Perhaps too much attention has been given to a program that incorporates most, if not all, components of the field-based model and on such a large scale. The model, in fact, can be utilized effectively in less dramatic ways. Some university programs make use of several model components in conjunction with more traditional ones. For example, many of our university campus-based programs use research or administrative internships and extensive fieldwork and encourage field-based research.

It should also be observed that some of the most interesting field-based education has not been associated with advanced degrees. A number of preservice internship programs, though of shorter duration, have objectives similar to those described in this paper. Needless to say, some of the great experiments in cooperative education and work–study programs at the undergraduate level are in this tradition. Their success provides a body of experience and belief that undergirds the field-based model for professional development.

9 Response of University Graduate Programs to Community College Science Staff Needs

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Whatever the staffing needs of the commun[illegible]ges, let me admit at the outset that the graduate science depar[illegible]ent[illegible] the universities are unlikely to do much of anything about them, at least not explicitly. One fundamental reason is that the candidates are not identified, even to themselves. Who sets out to become a community college science teacher? The possibility is hardly known to exist. Even if it were recognized, what steps could be taken to prepare explicitly for it? The situation is quite different for high school teachers, and a good many universities are seriously concerned with programs designed to prepare science and mathematics teachers for the secondary schools. In fact, some university scientists will argue that a special program for community college science teachers is a contradiction in terms and that the emphasis should be on good teaching, not junior or senior college teaching. Demands for community college teachers are small (perhaps 5 percent of that for high school teachers), and, as I shall try to show, the requirements cannot be well defined. The one program in physics with which I am familiar has never been implemented.

I must make one further caveat: My response will be parochial in terms of specifics. Because I am really well acquainted only with education in physics and closely related areas, I would not attempt to speak for the other sciences with the same confidence. Moreover, I have not for some years attempted to maintain familiarity with the nationwide picture of the community colleges, and my outlook will be colored by my rather narrow experience.

The universities do recognize several kinds of responsibility to the

2-year colleges. To understand why they do not address the problem of staff training as such, at least in the sciences, let us briefly review some aspects of the problems involved.

The numbers are very small. Cartter and others have made it abundantly clear that we must expect a leveling off during the next decade, and 10 years from now the community colleges will no doubt experience a short period of zero or negative growth. There is no prospect of seeing again the burgeoning enrollments experienced between 1964 and 1971. The community college explosion is at an end for two reasons: The college age population itself has leveled off; stabilization of college attendance to about 70 percent of the high school graduating class seems a rapidly approaching goal. Only for the immediate future, perhaps 6 years, does the projected need for new faculty run to something like 6,000 annually. The fraction of these in the sciences is likely to be less than a third, possibly 1,500, and not all of these would come straight from the universities. This need is not, of course, negligible, but what *can* the universities do to help meet it?

Community college courses in science fall into four broad categories: (1) University parallel courses, sometimes called "transfer courses," such as those designed for science majors, pre-med and pre-engineering programs; (2) general physical or biological science courses taken by many students in social sciences and humanities to fulfill "core" requirements in the sciences; (3) technical courses for students in semiprofessional or career-oriented curricula, sometimes called "terminal" programs; (4) general educational "cultural" courses designed primarily for part-time or nondegree students.

The university parallel courses of category 1 are very likely to be patterned, almost slavishly, on those at a neighboring university. Because the program is old and almost sure to be rather conventional, little attention is paid this category. But the needs are serious and must be kept in mind. Many students who aim toward baccalaureate or more advanced degrees still begin in the community college. The universities *must* be concerned with the quality of staff for the courses they take, especially because most graduates of a 2-year college are guaranteed admission to the 4-year state college in their section of the state. The transfer of students involves problems for both the community college and the university. Since many of their students arrive from high school with a lower academic record than those admitted as first-year students at the universities, community college teachers often prefer to design courses with correspondingly less stringent formal demands than those made at senior institutions. The universities on their side must articulate their programs with those of the junior colleges so that the transfer students

will be able to adjust to upper-division work with a minimum loss of time and a minimum of anguish. This is not easy.

The traditional staff requirement for teaching category 1 courses is the same as at the college or university, usually a regular research degree, the Ph.D. The Ph.D. candidate is hardly trained to teach. Graduate preparation for teaching has been called "the missing component" and the Commission on College Physics held a series of conferences in 1969 with just that title.[1] Very fine recommendations resulting from these conferences have rarely been put into practice. Often, the only preparation for teaching that a graduate science student receives is his stint as a teaching assistant, although some universities take seriously student participation in seminars. Nevertheless, there would be little agreement on the part of either faculty or students with the statement that "the making of a scholar is the unmaking of a teacher." It is true that a Ph.D. degree does not make a good teacher. It does, however, signify a commitment to the subject, one that usually includes a desire to share it with others and a willingness to make considerable effort to share it effectively and with enthusiasm.

The second category, comprising general "core" requirement courses, calls for staff with a broader background than the first, and multidiscipline courses are certainly difficult for those trained too narrowly in a single discipline. But the enormous problem of science credit courses for nonscience majors is not specific to community colleges.

The science component of technical career education is another matter. These courses are rather special to the community colleges, where semiprofessional programs are handled more broadly than at purely technical schools. Both principles and applications must be treated seriously, and the science must be basic without being abstract. In the future very few people will be able to spend an entire working career with a single set of skills. Education must be appropriate for both longer range goals and more immediate applications. Among the most popular career courses are those related to the health professions and electrical or mechanical engineering technology. It cannot be claimed that science courses for these programs have always been well handled. In some schools there has been so much dissatisfaction with them that the science component has been taken away from the science departments, such that science as most of us know it has been eliminated from many programs.

The requisite semiprofessional courses have no close counterpart in the universities, and university scientists have little experience with the problems involved. It is not that the university-trained scientists lack

[1] "Graduate Preparation for Teaching—The Missing Component" (Stony Brook, N.Y.: American Institute of Physics Information Pool, 1972).

talent or knowledge in technical matters. The experimental sciences usually demand high technical facility for research, while advanced laboratories more generally acquaint science students with sophisticated apparatus. But this is not at the level required in the community colleges, where the scientist may find himself at a loss. One of the most grievous lacks for teachers of such courses has been the insufficient availability of appropriate curricular materials. This is especially true of nontextbook instructional materials.

The physics community has attempted to meet this need in its own field. To include both text and apparatus, a modular format was chosen, and work is in progress at four centers, with partial funding by the National Science Foundation. The contributors include nonacademic scientists, as well as university and 2-year college people. In the words of the project director, Professor Philip DiLavore of Indiana State University, "Each module is designed to take advantage of a device or system which is commonly found in our technological society and with which students are often already familiar."[2] A complete 1-year introductory physics course may be assembled by the teacher by using a dozen or so of the modules in a combination most suitable for his group of students. The intent of such a course is *not* to teach technology or engineering but, rather, to teach basic physics, using the technological device or system as a focus for the fundamental concepts and as a motivational factor. Each device forms the basis for a module that requires about 3 weeks of class work. As most of the modules are independent of the other modules, they may be used in any order.[3] The modular courses are not a final answer, but it looks as if genuine progress has been made for category 3 courses in physics.

Category 4, courses for the nondegree student, appears to fit more closely into the pattern set for this volume than any other. Unfortunately, I have seen little evidence of participation of community college science faculties in this kind of activity—much less, in fact, than in university science departments, where famous professors lecture to general audiences with mixed success. The community colleges are in proximity to more people, but the science faculties have apparently not discerned any great demand for noncredit courses in their subjects. There are rarely departments of ecology or environmental studies in the 2-year colleges, at

[2] P. DiLavore, "Physics of Technology," *Tech Physics Project*, Vol. 11, No. 8 (1973); see also B. G. Aldridge, "Physics in Two-Year Technical Curricula," *Tech Physics Project*, Vol. 8, No. 6 (1970).

[3] McGraw-Hill will publish Tech Physics Project texts; Thornton Associates is to produce the apparatus. Final versions of about half the 37 projected modules were scheduled for publication by January 1975 and the other half a year later. Preliminary versions have been field-tested, and the acceptance is said to be good.

least not that I have been able to find. But let me return to science education for the public after making some points about "new practices."

McCabe and Smith (this volume) have emphasized practices and properly so. Methods are important, as are all kinds of teaching aids. New practices, and modifications of old ones, have been advocated enthusiastically and implemented unevenly at all levels, including the universities. In physics, special conferences have been conducted to discuss computer-assisted learning, personalized system of instruction, behavioral objectives, mini-courses, peer counseling, student self-directed learning, films, television, "multimedia." Many of this gamut have been treated in newsletters of the Committee on Physics in the Two Year Colleges of the American Association of Physics Teachers, distributed to community college teachers who request them.[1]

All these techniques are useful, but no one, nor a combination thereof, is any panacea for the problems we face in teaching science. It takes more staff time to run a nonconventional course than a routine one, and the materials become dated more quickly than conventional textbooks and standard laboratory equipment. New methods should be encouraged, but realistically; overenthusiasm can lead to painful disillusionment of both students and faculty. Some devices can even become counterproductive. Let me not be misunderstood: New techniques are required to reach new kinds of students, and a diversity of methods must be employed in teaching the great diversity of students found in the 2-year colleges. But no single new (or old) method will work with all students, as every teacher who has tried self-paced learning knows. Novelty is often attractive to both teacher and students, but by its very nature novelty is transient. The almost mythical "Hawthorne effect" is achieved only by constant effort and ingenuity, and old ways are sometimes best.

Ask yourself the characteristics of the teachers who have most influenced you. The spectrum characterizing quality is broad; there are almost as many kinds of good teachers as there are good students. When I was involved in Academic Year Institutes for high school science and math teachers I used to say that only three things were required for the making of a good teacher: Enough subject matter competence to know when to say "I don't know," which takes both intellectual and personal maturity; a great desire to teach, to share with other people of various backgrounds the material you know and love; willingness and capability to work very hard to accomplish the objectives of teaching. This is oversimplistic; in brief, however, the attitude of a teacher is sometimes more important than his method, although he must, of course, *have* some effective methods.

[1] Available through American Institute of Physics Information Pool, P.O. Box 617, Stony Brook, New York 11790.

This prescription certainly includes the necessity to be receptive to students, sensitivity to viewpoints of those we try to reach, while at the same time retaining responsibility for the endeavor and the outcome.

These considerations are especially important for the courses in category 4, those for the adult or nondegree student. We are often reminded how important adult education is. The 1970 Advisory Committee for Science Education recommended to the National Science Foundation that emphasis be shifted toward scientific education of the public. The Bromley committee report *Physics in Perspective* includes the statement, "We find no educational need that compares in ultimate significance with the improvement of the general public's understanding of science."[5] Thus far neither the universities nor the 2-year colleges have done very much to meet this need. It is a problem that could be worked on cooperatively.

While I have found no programs designed exclusively for the education of 2-year college staff, it does appear that departments of engineering and computer science have initiated programs in applied science that attract community college teachers. For example, the Department of Electrical Sciences, College of Engineering at SUNY–Stony Brook is in the first year of a master's degree program designed for those interested in the application of systems concepts to educational problems and development of interdisciplinary curricula. Thirty students of whom five are community college staff were admitted from twice that number of applicants. One popular course being put on videotape for wider distribution is on computer literacy—the impact of computers on society and educational uses of the computer.

Centers for training or retraining vocational staff have also come to my attention, but no one of them is part of a graduate school program in the sciences as such. My acquaintance with the biological sciences is not wide enough for me to speak with authority, but the university departments with which I have made contact have led me to think the situation is not very different from that in the physical sciences.

It is clear that community college staff needs are to some extent regional, to match their somewhat characteristically regional student population. For example, the increasing proportion of "mature" students, especially in Florida and California, has resulted in the development of numerous community college courses in the social sciences and hobby areas, *not*, so far as I have been able to find, in the sciences. To date there has probably been very little demand from nondegree students for science courses and thus little demand for staff to teach them. Consequently, the role of the university scientist in this area has been to develop university extension or continuing education courses, bypassing

[5] National Academy of Sciences, Washington, D.C.

the community colleges entirely. Even so, the adult population sought and reached by these courses has consisted largely of teachers at the precollege level; it has included very few of the nonacademic public.

After much discussion with university scientists, I can report somewhat confidently an informal consensus of opinion. Special programs for "preservice" education in the sciences for community college teachers are not generally favored, either in principle or for practical reasons. A sound but not excessively narrow graduate education in science is recommended, but community college teachers given the diverse demands on them must be selected (or select themselves) to be more flexible than may be required of university staff. On the other hand, appropriate in-service programs meet full approval. In general, university scientists greatly sympathize with the problems of their community college colleagues and profess willingness to cooperate either informally or formally in efforts toward their solution.

The necessary skills and competencies for every kind of teaching, not just community college faculty, are to a great extent developed *only* on the job. In the sciences, subject matter competencies of community college faculty members are being improved by in-service university programs, graduate work, and in some instances internships. But it seems unrealistic to expect flourishing preservice university programs designed explicitly for the preparation of 2-year college teachers. There is a clear and growing need for much closer cooperation between the science faculties of the junior and senior institutions, for many reasons. To achieve this cooperation both universities and community colleges must show initiative, and the endeavor will often prove discouraging to both. Such discouragement, however, is no reason not to undertake it. I am confident universities will do their part in trying to solve what are actually mutual problems.

10 Graduate Preparation in the Humanities for Community College Teachers

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Many of the problems addressed in this volume result from too little dialogue between the graduate schools and the community colleges and too little awareness of our common concerns. We ought to ask of ourselves and others who influence policy in our institutions, what we ask of the teachers who are the objects of our present concern: openness, honesty, willingness to accommodate to change, and more concern for those we serve than for institutional self-interest. The rich variety of educational services rendered by community colleges both in higher education and in community service, as well as the profound social changes that challenge the skills and flexibility of administration and faculty in all institutions of higher learning, make our task as difficult as it is important.

The first task for each of us, whether representatives of the community colleges or of the graduate disciplines, is to rid ourselves of stereotypes and misinformation that stand in the way of rational discourse and effective cooperation. Such virtuous common sense is not easily achieved, partly because our relationships have for so long been marred by competition, condescension, suspicion, and general lack of communication and partly because of the very real complexities of the issues that make communication difficult. Some of the issues we propose for discussion are the following: What degree of professional competence in the subject matter of the humanities is needed by the community college teacher? What kinds of graduate programs can provide this competence? How important are research skills to the teacher who wishes to grow in the scholarship of his discipline? Who is best qualified to offer help in

acquiring the teaching skills needed by teachers of humanities at the various levels of higher education? How can humanities teachers meet the needs of the wide variety of students whom they encounter in community college programs?

"HUMANITIES" IN THE COMMUNITY COLLEGE AND GRADUATE SCHOOL

Before we take up the problems that arise from differences in our institutional practices and goals, we might profitably review the formidable variety of fields of knowledge and kinds of skills that comprise the "humanities." What kinds of preparation, both preservice and in-service, are needed for expert teaching in these areas? What kinds of institutions and programs are best suited to provide that preparation? Neither your answers nor ours will settle on the university graduate departments and programs, especially as now constituted, as the only agency for every important aspect of teacher preparation. But consider the resources of the graduate schools in experience, personnel, laboratories, libraries, extracurricular cultural opportunities, etc., where they are, and how they could be mobilized to meet the needs of community college faculties as expressed by community college teachers themselves.

The humanities, administered in the community colleges by divisions and departments with many administrative titles, can be delineated into seven broad areas:

1. Written communication: skills in expository, technical, and creative writing.
2. Reading competence at both the remedial and developmental levels (related to both writing and reading: research in rhetorical and communications theory, psycholinguistics, speech pathology, and audiology).
3. Language study: especially English syntax, social dialects, and English as a second language.
4. Foreign language study, with special attention to the importance of Spanish in contemporary American education at every level.
5. Literature, with emphasis on American literature and world literature that gives an important place to writing from the Third World.
6. Philosophy and religion.
7. Critical and appreciative study of art, music, and theater; special attention to the movies as the dominant twentieth century art form.

These areas of study include the substance of humanities learning not only in the degree-credit programs of community colleges but of the first 2

years in all institutions of higher education. What kinds and what conditions of instruction are characteristic of most community colleges and are university graduate programs able and willing to prepare teachers to meet those special needs? Can advanced training of college teachers *in the subjects they teach* and in the most effective ways of teaching these subjects be entrusted to any agency other than the university graduate faculty?

SOME PROBLEMS OF DIVERSITY AND CHANGE

It is difficult to make useful generalizations about instructional needs since community colleges, their students, and faculties are as different as the geographical, cultural, economic, and ethnic communities they serve. From state to state (each with its own idiosyncracies about the mission, funding, location, and governance of its educational institutions), from region to region (with their different cultural traditions reflected in their attitudes toward higher education of any kind), from rural to urban, and even within the major city systems such as New York, we find an astonishing diversity of students and therefore of programs, purposes, and practice. To be unaware of this diversity—to speak of 2-year colleges as if they were more or less the same, with faculties requiring more or less the same kind of preparation and skills—is, we suspect, a common failing in the graduate schools and a reason why graduate programs have by and large been slow to respond to community college needs. To generalize about these students and the training of their teachers is inevitably to risk oversimplification, but a risk we shall have to take.

That the student populations of community colleges differ widely from those of the traditional 4-year colleges, that they require special attitudes and pedagogical skills of the faculty and special emphases within the wide spectrum of the humanities, is no longer news to many of us in the graduate schools. In English studies we have listened carefully to Gregory Cowan and his Conference on College Composition and Communication (CCCC) committee members, whose *Guidelines for English Teacher Training Programs* were widely discussed in 1970–1971 and have since been an essential guide in the development of graduate programs.[1] We are also aware of the trend in open-door admissions and the response to the challenges of community service. In short, most of us do not underestimate the challenges offered by richly diverse student bodies and changing strategies for teaching nontraditional students. But neither do we think that the present and future needs of the community colleges for expert

[1] *College Composition and Communication* (Urbana, Ill.: NCTE, 1971), pp. 303–313.

teachers in the humanities suggest that those disciplines should abdicate their responsibilities as the primary agency for training teachers for this protean sector of higher, continuing, and extended education. We acknowledge, rather, that our programs and attitudes must continue to change and that the directions for change will come from our colleagues in the 2-year colleges.

We submit that we have changed because we have listened and that we will continue to listen and to change and to bring our massive resources to bear in the needs of the community colleges. With the exception that we think we have already done better than he suggests—and partly as a result of his tireless encouraging and prodding—we agree with a recent statement by Cowan[2]:

> What we [community college people] want, on the one hand, is reasonable recognition as the avant-garde of open-door educators. At the same time it's clear that if graduate schools got seriously interested in our turf—seriously interested, not merely because they badly need to recruit students to keep their programs going, and badly need to place M.A.'s and Ph.D.'s who can't find work at universities—then their serious interest would serve our interest by giving us a source of teachers who are properly and professionally trained in skills and attitudes to do the jobs we ask them to do.

Adjustment of attitudes is more difficult for us than continuing development of skills, as Fader (this volume) eloquently demonstrates. But it is happening and will continue. We will, however, resist the tendency, found in much current professional literature, to focus on teacher attitudes almost to the exclusion of concern for genuine competence in the disciplines.

The need for the kind of training in the humanities we can offer preservice and in-service teachers is massive and will not diminish significantly, if at all, for the foreseeable future. Allan Cartter's enrollment data and projections indicate that degree-credit FTE enrollments of 1,269,000 constitute about 69 percent of this year's total FTE enrollment of 1,850,000 in 2-year colleges. His projections for 1984 indicate a total FTE enrollment of 2,326,000 with degree-credit FTE enrollments numbering 1,529,000 or 66 percent of the total. Cartter and Salter (this volume) have observed that the 2-year colleges already have a substantial share of all lower division enrollments, a share expected to grow. Further, it is significant to note that in the state university system of Florida approximately 45 percent of all students entering the upper division of the nine state universities transfer in from community colleges; and this percentage, too, is expected to grow. If we can argue that faculty skills are directly related

[2] "Scholarship for Society and the Community College: A Case of Déjà Vu," *Bulletin of the Association of Departments of English*, Vol. 41 (May 1974).

to student programs and needs and that the vast majority of degree credit enrollments are in programs either designed for, or at least offering the possibility of, transfer to upper-division and preprofessional study in 4-year colleges and universities, then the interest and responsibility of the graduate schools in cooperating with the community colleges in the training of their faculty members is clear. In Florida we are keenly aware that the 2-year colleges are already preparing nearly half of our upper-division students. Not to regard their teachers as our colleagues in a common enterprise and not to want a significant share in their training would be foolish and irresponsible.

But our interest is not confined to the humanities in degree programs. Instruction in writing and reading is often a part of nondegree-oriented certificate programs. Moreover, humanities department faculty members are already contributing to burgeoning community service and continuing education programs. Their specialized knowledge, when joined to sympathetic attitudes and appropriate teaching skills, will be of great value in efforts to enrich the cultural experience of members of the community who have been denied access to traditional higher education.

Another area of diversity and complexity is found in the graduate schools themselves, which have traditionally trained the teachers for 2-year colleges either directly—in an often thoughtless fashion—or indirectly, in cooperation with colleges of education and in certification programs for secondary school teachers. Graduate departments vary widely in their programs and attitudes, their sense of mission, their willingness and ability to accommodate the needs of all sectors of higher education. It is our impression that if graduate school faculties and policymakers are often unaware of the realities of institutional life in community colleges, community college people are often guilty of assuming that graduate school programs and attitudes are pretty much alike and haven't changed much since the community college spokesman was in graduate school 5 or 10 or more years ago. Again, we suggest that continuing dialogue, regular campus visits, and a growing sense of collegiality among professionals committed to essentially the same goals is the remedy. This remedy, too, is both urgently needed and perfectly feasible.

Some hopeful signs in the humanities are found in the increased participation, often in important policy roles, by community college people in the national and regional professional "English" associations. Examples with which we are most familiar are the national Conference on College Composition and Communication, the national Association of Departments of English (an arm of the Modern Language Association), whose coordinator, Elizabeth Wooten, is a former community college department head, and the Florida Association of Departments of English.

This last is a model of the benefits of collegiality among the various sectors of higher education. Its membership is composed of English department chairpersons from all of the state's 2- and 4-year colleges and universities, both public and private. It meets twice a year—more often than not with a community college as host and with community college people among its officers—to discuss common problems. We know each other, like each other, and learn from each other. Articulation in public education, enforced by law, is complemented by cooperative action and mutual respect.

WHAT GRADUATE SCHOOLS ARE DOING AND CAN DO

Specialized training for community college teachers in the various academic areas has a relatively short history. It begins with the passage of the Education Professions Development Act (EPDA) in 1968 and, for English and English-related studies, with the formulation and publication of *Guidelines* by a CCCC committee between 1969 and 1971. This committee was composed of experienced community college teachers representing a wide spectrum of 2-year institutions. Although its report was critical of the conventional graduate preparation of English teachers who found employment in community colleges, the spirit of *Guidelines* sought cooperative change. Members of the committee and others have tirelessly and good-humoredly carried the message to conferences and conventions of graduate English faculty members ever since.

While the response of the graduate schools has not been as rapid or as widespread as the situation demands, neither has it been as slow or as limited as much offhand and uninformed criticism suggests. The following brief descriptions of five current programs designed specifically for prospective and in-service community college teachers can serve as models for what we are doing.

- The University of Massachusetts at Amherst offers, within its Ph.D. program in English, a special pedagogical option designed to train graduate students for positions in community colleges. The option includes advanced work in the theory and practice of teaching, especially writing skills, and provides access to interdisciplinary minor programs that permit candidates to combine literary studies with another subject such as history or psychology.
- The City College of the City University of New York offers an M.A. degree in the teaching of college English designed with the help of several English department heads from community colleges in New York City. In addition to two courses in linguistics—including social dialects, a course in

group dynamics given by the psychology department, and a three-course sequence in pedagogy taught by teachers with broad experience in community college classrooms—the program includes an internship and work in the college writing center.

• The University of Iowa offers a 2-year, 60-hour program leading to a combined M.A. and Ed.S. degree. The program provides courses in linguistics, literature, advanced writing, and professional courses taught by specialists in English and education. The program includes a one-semester internship and was designed in consultation with community college faculty and administrators.

• The University of Texas at Austin has recently designed an M.A. plus 30 hours program based on consultation with over 50 of the 60 2-year college faculties in Texas. As was the case for all the models cited here, CCCC *Guidelines* formed the basis for program design.

• In the winter of 1970 the Junior College Committee of the English Department at the University of Florida, Gainesville, began a series of visits to nearly every one of the more than 30 community colleges in the state. Committee members visited classes and talked to chairmen and other faculty members in English, the humanities, guided studies, and reading about the preparation of community college teachers. From this groundwork came a series of graduate courses designed for community college teaching but available to all graduate students preparing for careers in any institution of higher education.

Graduate courses are offered in Teaching Composition (taught by a visiting professor from a community college), Linguistics in the Community College, The Language of Film, Communication and Popular Culture, Teaching Business and Technical Writing, Principles of Community College and Adult Reading Instruction, Laboratory in Community College and Adult Reading Instruction, Internship in Community College Teaching. Each year the department employs a visiting community college professor, who offers graduate courses in his area of specialization. All courses are open to all graduate students. Theses and dissertations may be other than literary. An M.A. degree with emphasis on community college teaching is *not* a terminal degree.

If we add to these the doctor of arts programs described earlier by Fader (this volume), we would have a fair idea of the range and quality of the graduate schools' response to an urgent national problem. If these programs can be taken as typical, or at least symptomatic, of what is happening, and of a trend that will continue to develop and change as the needs of the community colleges change, then I think we have the base for more, and more effective, cooperation among professional

colleagues and mutually dependent institutions in the improvement of postsecondary education in the humanities.

These programs, in theory and practice, combine a commitment to the integrity of the humanistic disciplines at a high level of study and research with awareness of the special skills needed by those who teach the richly diverse students in community college. They recognize that there is no substitute for direct experience in a 2-year college under the guidance of experienced teachers. Hence, all programs cited regard an internship as essential for preservice students. We do not claim that we can provide the equivalent of full on-the-job training while the preservice student is with us, any more than is possible for other professional graduate programs in the university. We can, however, provide knowledge and skills that relate directly to the student's future career. Our hardest task has been, and for awhile will continue to be, to persuade more of our colleagues on the graduate faculty that community college teaching is both different and at least as demanding and important as the teaching and research they have traditionally fostered.

The most important common feature of the programs described above is that they developed from direct extensive and intensive consultation with community college teachers and chairpersons in the humanities. For these programs and others, complying with this recommendation in the CCCC *Guidelines* has been essential both for the integrity of the programs themselves and for acceptance by the community colleges of candidates trained in them.

A striking feature of the five cited programs is the variety of degrees to which they lead. In addition to the model provided by the University of Michigan's successful doctor of arts program, the University of Massachusetts offers a Ph.D. with pedagogical option, City College of New York offers an M.A. in the teaching of college English, the University of Iowa offers a combined M.A. and specialist in education degree, the University of Texas offers an M.A. plus 30 graduate hours program, and the University of Florida simply offers a wide variety of graduate courses designed especially to develop the knowledge and skills of preservice and in-service community college teachers. As long as the community colleges themselves differ widely in their attitudes toward appropriate degrees for their faculty members, the variety of serious graduate school programs is surely a healthy response to a variety of needs.

Estimates of new faculty needed in 2-year colleges until 1990 provided by the Cartter–Salter paper (this volume) suggest to us that while M.A. programs are needed for preservice training, the greatest need will be for courses and programs for in-service teachers who usually already have an M.A. These teacher–graduate students bring to our courses and their

instructors and fellow students the experience and realistic expectations that enrich the subject matter and monitor its relevance.

In addition, the programs presented above as models show a genuine concern for the importance of having experienced community college teachers on the graduate faculties of the universities. We would profit greatly by regular faculty exchange programs in addition to the close consultation that characterizes the most successful of our current programs.

There are, of course, areas in which we have made too little progress. It is our impression—and no more than that—that the graduate school programs have not yet fully met the need for formal interdisciplinary courses and for the formal development of interpersonal skills. We clearly need much more work in the study and teaching of writing and language skills. We are encouraged, however, by the progress made in the last 5 years and the evidence of serious commitment that will improve our performance. Indeed, we believe that undue haste has already proved detrimental to some programs. Serious consultation with community college people, preparation of new courses by graduate faculty members, the formulation of clear policies and goals at the department, college, and university levels all take time. But much has been accomplished.

11 Response of a Graduate Dean

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Before attempting to evaluate whether graduate programs as now being developed serve the community colleges, I must react to the visions my colleagues have presented in the first three essays of this volume. I will react to the three papers as a group for they form a nicely integrated set of data and opinions. In his survey of the rapid changes in the size and character of the community college student body, Harcleroad has provided a statistical foundation that confirms the widely held view that the body continues to undergo rapid and major change. He concludes that "diversity is increasing" and predicts that the increasing demands of divergent groups will make the community college even more diverse in the future. He further characterizes this diverse population as consisting of "pragmatic students seeking vocational training," who are "interested in special curricula, good faculty, low cost education, and locations close to home." Thus, he contends, "the preparation of community college instructors must reflect these considerations and respect them as well." To which one can only say, "Amen."

It is when Harcleroad turns from diagnosis to prescription that I find grounds for disagreement. After describing Gleazer and Martorana's frustrating search for programs and understanding in the graduate schools of our universities, he endorses the action of the 1973 Assembly of the American Association of Community and Junior Colleges, which called for the creation of new "educational and certifying" agencies in the form of regional centers for the preparation of community college staff. He quotes, with approval, the assembly's recommendation that preservice education be "based on and evaluated by competency standards." In

conclusion he calls for increased flexibility in graduate programs, the possible introduction of doctor of arts programs in content fields, and a change of attitude on the part of institutions and faculty members offering graduate degree programs for the preparation of community college faculty and administrators.

Although I agree with Harcleroad's emphasis on the need for changes in attitude, I will argue that attitudinal changes are as much required among community college faculty and administrators as among graduate faculty members and the graduate schools. But more of that later.

McCabe and Smith have reviewed the efforts of community college administrators and faculty members to respond to the rapidly changing student body. Their surveys of new programs and practices and the desirable skills, competencies, and attitudes for community college faculties are models of clarity. They describe an institution that has successfully met its first "access revolution" and appears well prepared to meet the challenges of the second, which from the data presented by Harcleroad is well under way.

Personalization of learning and concerned development of the individual student, with renewed emphasis on lifelong learning, are well-established goals in our best community colleges and rapidly spreading to all.

As a professional historian I am saddened by the lack of faculty interest in the philosophy of education and demonstrated research profficiency in a discipline, given its low ranking in the survey. These are the profession's roots and the boundary conditions set by both history and our current society that govern the role and function of each participant in higher education. Further, as a graduate dean I fear that the low esteem in which the ordered search for new knowledge is held bodes ill for the future of the community college; it is only through such "research" that the faculty of such institutions will find assurance that skills and competencies, as well as the learning programs, they seek to develop really do contribute to the achievement of their common goals.

Turning to the student enrollment and faculty employment projections presented by Cartter and Salter, one can only echo the plaintive plea of, "Say it isn't so, gentlemen, say it isn't so." Unfortunately, Cartter's demonstrated perception has been remarkably accurate in the past and his credentials as a "prophet" are far too sound to ignore or even to be discounted by very much. Certainly, I have no data on which to base a different set of projections.

When Cartter and Salter tell us that the entire community college market for new faculty members for degree instruction for the remainder of the decade numbers only 26,100 and that some number between 4,040

and 5,870 of those will earn or hold the doctorate, several conclusions become inescapable. They become particularly so when we recall three other bits of information: First, the community college faculty in 1972 numbered just over 117,000; second, in 1972–1973, American graduate schools awarded 33,727 doctorates, of which 5,670 were in education alone; third, elsewhere Cartter is projecting a drop in *new* junior faculty positions in all of higher education from 267,000 for the 1960's to 159,000 for the 1970's. Together these data portray a community college and university faculty that is stable in size, rapidly aging, and subject to little infusion of new blood, energy, and ideas. The task will be to put new wine in old bottles for we are to have very few new bottles added to our inventory. That, as we all recognize, will prove to be a very demanding task.

How, then, do we achieve this end? How do we substantially alter the behavior of large numbers of tenured faculty members in their thirties and forties who are inexorably moving toward their fifties and sixties? How do we sensitize them to the needs of a rapidly changing clientele? How do we prepare them for a second "access revolution" when they have barely come to terms with the first one? How do we avoid hardening of the educational arteries and ossification in our institutions?

In my judgment, the answer lies in a major commitment to freedom and flexibility; for the student, for the teacher, and for the administrator. It lies, moreover, in a willingness, shared by all, to change deep-seated convictions and attitudes about what constitutes higher education and how each of us contributes to it. It does not lie, I am persuaded, in an endless search for new curricula and degree programs, new institutes or centers, new administrative organizations, or new buildings.

If change, like charity, properly begins at home, let me begin by suggesting some of the attitudinal changes I believe necessary among members of our graduate faculties in the universities. I believe we must substantially broaden our perception of what constitutes a proper graduate student. We must rid ourselves of the notion that the model graduate student is a recent recipient of a baccalaureate degree who promptly begins full-time study in one of the arts and sciences or education and who will be partially or fully supported by the institution during a 4- to 6-year course of study leading to a Ph.D. or Ed.D., after which he or she will go on to a career of teaching and research in academia. While fewer and fewer fit that model, particularly at the major public universities, it remains the basis of too many of the attitudes and policies of our graduate faculties. At my own institution, for example, the current graduate enrollment is 7,212. Of that number, less than 2,700 are full-time students and more than 4,000 are seeking master's degrees. The average age has dropped over the past 2 years. It now stands at 28.9 years

of age! And well over half of these students are in programs leading to practitioner degrees in the hope of entering the nonacademic market for jobs or for improving their skills for jobs they now hold.

I infer two things from these data. First, graduate education, at least in the major public institutions, has long since left behind its exclusiveness and its preoccupation with the discipline-oriented Ph.D. candidate. Second, we must continue to re-examine our attitudes and policies to make them more consonant with the tasks we are performing and that society and our students demand we perform. I am confident that we will, for the task is well begun. Over the past few years my institution, like so many others, has added an impressive list of new degree programs: agricultural engineering, business administration, computer science, criminal justice and criminology, family and community development, food science, hearing and speech science, journalism, library and information services, applied mathematics, meteorology, textiles and consumer economics, and urban studies. More importantly, these programs were added at a time when virtually no new programs in the traditional arts and sciences were added to our offerings. While much remains to be done, this is not the history of a monolithic institution indifferent to the current needs of society.

In the spirit of *mea culpa*, however, I admit that the attitudes of many of our graduate faculty members have not matched their willingness to develop new programs. Too many of our faculty are still preoccupied with replicating themselves in the form of a new generation of historians, English, physics, or sociology professors. Too many still view the part-time or evening student as less dedicated to graduate study than the full-time student in the on-campus program. Too many still believe that a year of "residence" (whatever that means) bestows a special virtue on a graduate student. Not enough are ready to schedule their courses and seminars in the late afternoon and evenings. Too many are still unwilling to listen, attentively and sympathetically, to those whose learning comes from professional practice in the field. Too many continue to pursue abstract principles, leaving the solution of problems facing our cities, our homes, our economy, and our families to practicing professionals. Too many attempt to tell classroom teachers how and what to teach, even though they have not been in a school room, except to visit or observe, in years.

The attitudinal changes that will be required of these members of our graduate faculties are very great. Some will never change. For others the process is well advanced. Those of us who seek to make further changes would be well advised to remember two things about them. First, they have been immensely successful in the tasks previously assigned to them. They are a major source of the knowledge explosion that, more than any

other thing, will characterize this generation in the eyes of future historians. They have also achieved a distinction unique in the history of mankind in creating, in less than a single generation, a professoriat for higher education large enough to accommodate the greatest expansion in higher education throughout all human history. Second, they are, for the most part, committed to rational discourse and a devotion to evidence. One moves them by accumulating evidence and drawing reasoned conclusions from it. Rhetoric and polemics leave them unmoved or, occasionally, laughing.

We must provide evidence that there are challenging intellectual and moral problems in meeting the needs of community college students, faculty, and administrators. We must show them that these problems can be met only by far greater involvement and knowledge of these populations *in* the community colleges. We must persuade them that their special skills and perspectives can make a genuine contribution to the solution of these problems. If we can do these things, I know that graduate faculty members will respond. They will do more than that; they will jump in with enthusiasm and your problem will be to keep them from getting underfoot. If, however, they are told that the problems of the community colleges can be solved by tinkering with curricula, by developing catchy degree titles, by slick packaging, or by shoddy or pretentious research projects, their indifference will be palpable and their scorn complete.

If the way to enlist the graduate faculty in the work of staff development within the community colleges is to challenge their natural bent for problem solving and their professional pride, how do we engage the enthusiasm of community college faculty and administrators? My answer is simple: Adopt a similar strategy. Adopt a similar strategy because we are dealing with a similar population that has like characteristics and goals. Aside from the disappointing lack of interest in the history and philosophy of higher education and in what they have been taught is "research" in education, I find the community college faculty and administrators portrayed by McCabe and Smith to be remarkably similar to my colleagues at the university. Their responses to the survey questions display a healthy contempt for "Mickey Mouse" enterprises, shallow manipulation of curricula, and counterfeit "research." On the contrary, they reveal a population eager to learn more about the mysterious process we call human learning. They show a genuine interest in knowing more about human needs and motivation. They desperately seek to acquire the skills with which to meet those needs.

The task before us, then, is to underscore our similarities, not our differences. To recognize that we are all engaged in the same enterprise—to serve tomorrow by meeting the educational needs of today.

We must bring community college and university faculty together in a common search for better understanding of teaching and learning. We must find ways to bring graduate faculty members into the community colleges as participants in the work of the colleges, not as visitors or observers. Exchange professorships are an excellent device. Where appropriate, research seminars, as well as conventional classes and workshops, ought to be conducted on community college campuses.

I believe that much of what we all seek is already available in our graduate schools. I believe that it will become more readily available with each passing year if we become true partners in the effort. I anticipate that the graduate schools will adopt more sensitive admissions policies, more convenient scheduling, and will encourage increased movement of both faculty and students between the two types of institutions. We may also see the development of additional degree programs more closely tailored to the needs of community college faculty.

But, I see these constructive developments taking place only if both community college and graduate school faculty and administrators develop a sense of partnership in the pursuit of common goals. And that partnership will develop, I am persuaded, if it centers about a joint attack on major intellectual and behavioral problems of cognitive and affective learning and if it is conducted in the spirit of inquiry that characterizes the laboratory and the seminar room.

If however, the mode becomes competitive, if the discourse sinks to discussions of tinkering with curricula, fancy degree titles, or institutional arrangements for "educational and certifying" regional centers, I anticipate continued preoccupation with means, rather than ends, further divisions in our ranks, a perpetuation of pointless class or status distinctions, and wasteful duplication.

In summary, I believe that university graduate faculty and community college faculty and administrators can and will work together on common problems of staff development. But I believe that the common pursuit of goals we share will take place only if we focus on fundamental problems of human learning and how to facilitate it and only if we enlist the talents of the best people in both types of institutions. That, in turn, will require a continuation of the spirit that is characterized by the round table and one that is enhanced by the recollection that as we are all teachers, so must we all be learners.

12 Education Professors as Intermediaries

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Graduate schools of comprehensive universities can and should respond to the pressing staff needs of community colleges. This proposition is accepted as a tenet in the following presentation, but not without some qualms on the part of the author. The "can" portion is not particularly disturbing. On the record are graduate school performances, past and current, that seem to be constructive. These successes support an assumption that graduate schools in real life have some capacity to assist community colleges. However, 90 percent of these successes seem to stem from graduate professors specialized in departments of education or higher education. In other words, successes thus far seem to arise from the graduate school *ethos* of neutral permissiveness, a tolerance for any collect of professors bent upon doing their own things.

The "should" portion of the proposition, on the other hand, occasions considerable discomfort. In this case the referents for "graduate school" seem to be the graduate professors and departments of a university combined to act as a legislature and arbiter *and* a fairly large number of departments acting as independent entities. If that supposition is true, a troubling spectre arises. It is the Jencks and Riesman theme that all education in America is destined to be a fiefdom of the elitist graduate school of arts and sciences. For me, this spectre has become particularly vivid during the last 24 months. Customary lines to employment opportunities for Ph.D. graduates in English, history, foreign languages, and psychology, to name only a few, have been drying up. One response in those departments has been a move to open up a community college market for graduates. Replies to a letter sent in September of this year to

Association of Graduate Schools (AGS) universities indicated that over 50 percent of the respondents from the departments named above had recently made, or were contemplating, formal arrangements to enter this market. This response may be a blessing for community college protagonists. But, it could also be a bane made to order for the Jencks and Riesman revolution. To use an old metaphor, a blow between the eyes has at last got the mule's attention. The question is, "What will come out of that attention?"

That brings us to the subject of this paper. Drawing upon my experience in university administration and university watching, I propose to explore one set of roles for education professors dedicated to serving the staff development needs of community colleges: the mediating or brokerage roles. Professors attentive to community college needs are located, in preponderant numbers, within departments and schools that carry "education" in their title. That fact is significant. This is a divisional title and seldom denotes direct, upper-level power in graduate school decision-making. Nascent and potential power to act on this problem does reside in other sources, however. In my observation, one chief source lies in the behavior and decisions of individuals, persons in professorial or administrative positions. Another source of power is found in the everyday process of bargaining, *quid pro quo*. Opportunities for coalitioning and for cooptation offer another source of power. Perhaps the greatest source lies in extrauniversity allies. If the preceding sentences seem to portray a transliteration of the "intermediary role" into a "political role," the intent has been accomplished. This paper treats the intrauniversity politics of protagonism. "Politics" is chosen because it is important to establish a balance of power in which a lobby that holds the welfare of community college staff development at heart counters those forces primarily concerned with the narrow welfare of graduate departments.

When graduate professors and departments respond to community staff development needs, they usually aim toward three discrete, but not unrelated, "products." One product type consists of degree or certificate holders who become first-time staff members in a community college and display in that setting performances consonant with the dedications and ambitions of the community college. These products typically emerge directly from a period of concentrated study at a university. They are often without experience in teaching, counseling, or managing, for they come as crossovers from other educational endeavors. A second product type consists of experienced staff members in community colleges who have obtained new or added prowess in job performance. In common language, these two groups represent people who have been put through in-service or continuing education enterprises. A third product consists of high-level professional specialists, would-be presidents, deans, educa-

tional development officers, and so on, who have engaged in university study leading toward a doctorate. These are the three staff development products that community colleges need; hence, the argument runs, graduate schools should do a better job of production, quantitatively and qualitatively.

Although politics of protagonism takes a different course with each of these products, commonalities exist across the three. This may give validity to the categories, but where are the protagonists to be found?

FIRST-TIME STAFF MEMBERS

The top-ranked ingredient for effective staff development in community colleges is the number of first-time staff members made available by graduate schools and tested by the selection process of employers. The graduate school part of it is hard to bring off. Even semi-success stories are rare. Within the graduate departments of those graduate schools, however, there is less difficulty. Semi-successful outcomes in that setting are quite encouraging.

Protagonists in education frequently recognize that the major power over programs and over student participants resides with the individual department, not with that confederation listed in the catalogs as "The Graduate School." One protagonist from education got started with a friend in the department of accounting. Between them, they aroused in that department an interest in serving its own welfare by "getting better transfers from junior colleges." It was a first step, and this interest was nurtured by contact with community college people—deans and presidents, as well as chairmen of accounting departments. Out came an option in the 2-year M.B.A. degree for community college teachers. On paper, such a natural growth looked good. Apparently, the option is being executed well for it draws patrons. This success resulted partially because the protagonist's friend is the graduate adviser in the accounting department; partially, it came because the protagonist did not leave the placement of graduates to the normal channels of the placement service. From 1960 to 1970, this particular education professor can be credited with the creation of seven or eight departmental programs for community college teachers and one for counselors. Also, the cross-feed between departments, often observed from a distance, is visible in several voluntary startups of programs during the past 2 years. On the surface this illustration smacks of problem-solving that is nonrational, piecemeal, opportunistic, and slow. However, those are the very adjectives that describe aptly the real-life change processes that operate in most of those confederacies called graduate schools. Protagonism may well be de-

scribed as the practice of seizing opportunities, however presented and wherever they appear. The successful lobbyist usually targets one vote at a time.

One liability almost all professors in education face in negotiating for programs of professional preparation is the automatic imputation by others of empire-building motivations to them. Nearly equal as a liability is the educationists' own imputation of low qualifications to others who venture into the professionalized realm of education. I judge as sagacious one college of education dean I know. In university cabinet sessions on the budget, he gave warm backing to the dean of humanities who wanted an extra allotment to install a center for teaching effectiveness to serve that school's faculty. The center was established with not a single education-trained person on its present staff. But, this same center is now operating a highly acclaimed training program for community college teachers, preservice as well as in-service. The success is due in part to close advisement of the enterprise by a professor of junior college education whose assistance was requested by the dean of humanities. The politics of protagonism often involves encouraging or helping others to attempt what one knows darn well he can do better.

Protagonism may include strategic efforts toward university-wide policy for preservice preparation of community college teachers. Two common types of useful strategy will be addressed here, but only as sketches, for there are many more on record.

One strategy places the college of education in the lead role. That college devises a professional sequence that can be placed into or added on to existing degree programs. The college seeks and gets graduate school legislation, usually optional to departments, to recognize this sequence as an acceptable "minor" of some type. From then on, a sales campaign is mounted department by department. A sale is considered as the entering wedge with eventual influence on the "academic" portion of the degree as the final payoff. As it turns out, the sale itself amounts to little, providing no one in the student-advising echelon of a department is a protagonist for the option. Protagonist strategy, then, involves finding a department friend and getting him/her into the advisement hierarchy. A useful variation on this strategy puts the college of education in the position of assembling noneducation department representatives at the outset to explore the community college opportunity and to work up some universal program pattern. Typically, this initial effort emerges as a degree program to be carried through the approval machinery of the graduate school and the powers beyond. Even when the program is approved, the sales task still remains. This education-led strategy, if it is to be successful, calls for about every type of political processing known. It has succeeded in some instances by establishing a catalogued, graduate

school-endorsed arrangement for the specific preparation of community college personnel. The likelihood of success on this scale, exploiting the whole framework of the establishment, is not encouraging; a breakdown seems to occur in the highly political arena of securing departmental dedication. But 2 years ago I could not have accorded the education-led strategy even honorable mention with good conscience. The year 1974, and so far 1975, showed signs of change and graduate school departments now offer a different political setting. The departmental buyers are seeing, as never before in my memory, community college preparation as worthy merchandise for their educational shelves. Now, at last, the critical breaking point—lack of departmental dedication—might be more easily overcome.

The second grand strategy consists of igniting directly those graduate school stalwarts with a spark of community college zeal, then fanning and nurturing the flames. Here is a strategy that appeals because even two or three professors can use it, especially if one has been elected to the graduate assembly and has earned respect in that company. For example, one such person secured an audience before her graduate council for a very engaging and persuasive community college president. Afterward, representatives from history, biological sciences, and engineering wanted to follow through. Along with the protagonist from education, they went to talk with the associate dean for graduate studies. The dean surpassed even their enthusiasm and volunteered to head a committee to examine ways and means. The final product was an inventive graduate school grant arrangement designed to move doctoral departments into the preparation of community college teachers. Along with it went a resource committee to advise departments and a "model" program format that included a community college internship. I offer no judgment on this outcome. It stands, however, as an illustration of our second grand strategy and demonstrates the potential of the stalwart-ignition tactic.

It should be obvious that this line of strategy almost always depends upon personal connections, astuteness, and persistence of the igniter and nurturer. In this case, it was not the location of the professor of community college education in the college of education that made the difference, but rather the presence of an associate dean of graduate studies who was ready to respond to an idea. Such circumstances are not easily duplicated, and that is why some of us look favorably upon a proposal wherein the university's department of higher education would be part of the office of the graduate dean.

In this exposition of the political reinforcement needed to develop preservice preparation programs for community college personnel in departments other than education, one disclaimer is necessary. The discussion conveys, I fear, a universal posture of reluctance and disdain

among university graduate divisions. That does not tally with my personal experience. What does permeate the departments is a group of professors with favorable postures who are baffled by or resigned to inertial momentum. The politics of protagonism seeks to countervail inertia, not iniquity. We turn now to politics and strategy aimed at in-service practitioners who have the rudiments of prowess.

ON-THE-JOB STAFF MEMBERS

The need among community college staff members for in-service and continuing education is declared to be tremendous and critical. Actual voiced demands for such education are somewhat heavy, but not staggering. Graduate professors in education at universities are significantly involved in responding to such demands. Occasionally, professors from other departments respond. The total university response, however, meets not more than 10 percent of the live demand and probably not more than 1 percent of the estimated need at present.

Obviously, the nature of a university's dedication to in-service and continuing education and the future scope the institution desires set the limits of protagonism. As things now stand, education professors hold some initiative as to how much and what kind of university involvement will be viewed as desirable. If they do not promote expansion or escalation, probably no one else will. If they champion modest, or even gargantuan expansions, then the first intermediary, or startup roles must be theirs.

In 1974, the best opportunities for brokering, the intermediary role, seemed to lie in summer, on-campus institutes or workshops. Here is an occasion for enlisting the services of "other department" university professors. Soon, the departments or divisions involved can and do stand on their own feet. Soon, too, participants in professorial institutes furnish references to community colleges as they search for consultants or for local institute directors. The department or college from which the professors were borrowed for the summer may soon help with extension-type services during the current academic year. These exchanges can be accelerated by contacts between the education professors and the proper promoter in the division of extension.

It is not necessary to elaborate further on these tactical approaches, except to note that they are time-consuming and energy-draining for the protagonist. These tactics also tend to break down some monopolies that protagonists themselves may treasure a great deal. For these, and more fundamental reasons, an education professor may deem it unprofitable to undertake a brokerage role in the area of staff development.

The foregoing paragraphs may seem to give short shrift to political plans that seek to aggrandize the graduate school's engagement with in-service education for community college personnel. That choice is deliberate. It mirrors the higher priority I attach to the first and third territory of staff development as university engagements. Perhaps I should explain that I see the external degree as the means of serving the third territory of products, those consisting of high-level specialists.

"DOCTORAL" SPECIALISTS

Here, we deal largely with advanced graduate programs, almost exclusively under education auspices, that require graduate school approval. Nearly all require inputs from departments and professors other than the sponsors. In these cases, the politics of protagonism has a setting and a purpose considerably different from those discussed so far. One difference lies in the fact that approval by a third party, the graduate school, is sought. In happy circumstances—when approval criteria and program desirabilities can be made congruent—the normal amount of expeditious persuasion is about all the protagonist requires. When incongruities arise, "brokerage" means selling some particular ideas to a particular person or committee. The merit of the proposal is one value that can be called up, but arguers and the arguments they raise contribute other values. Nevertheless, it is amazing to witness how much leeway can be found within graduate school regulations. There are two attributes to any proposal that seem to open leeway automatically: having a grant and dealing with minorities or women. When rules do not flex, the option of trying to change the rules is open, of course, but the chances of success along this line from a college of education launching pad are not great. Occasionally, enough common cause can be found among such allies as engineering and business to deliver the necessary votes. All in all, program approval brokerage must rely for success on respect, previously cultivated, from those who interpret rules.

A more important challenge to protagonists arises when program content is the concern. A graduate school almost always has somewhere in its magazine of courses and curricula, the exact content needed by given programs. But for students in community college programs it is often hard to get at that content. The obstacles can be mechanical; course prerequisites or scheduling hang-ups. Obstacles can be professorial; unwillingness or inability to make the content come alive for students with community college ambitions, while simultaneously catering to other students. Obstacles may be curricular; the content desired does exist in a department's offerings, but it is scattered among a half-dozen course

offerings and the students in the program can afford only one. Such obstacles are inevitable. Some program directors or designers just give up and say "get credit for 6 hours in something." Others go after the content as protagonists. Mechanical difficulties can be overcome very often by communication at the department head or dean's level. Professorial and curriculum obstacles call for winning friends and influencing people, but rely chiefly on one of two assets: already established respect and interest on the part of the professor and department concerned, or a block of able students who arouse "other department" interest. In my observation, with 10 or 15 intellectually attractive students, one can negotiate successfully on a university campus for almost any program content desired.

It seems almost inevitable, and quite wise, that many of the programs will involve external degree features. Already we have treated the political stratagems for getting graduate school holy water sprinkled upon such features. Another "getting" is much more crucial: budgetary support for quality performance in an external mode. Here, the deans must be relied upon, but their roles are difficult. The complete protagonist confronts and persuades deans with outside testimony, prestigious advocates, and sheer cajolery. Incentive grants from outside help, as do combinations of other deans urging externalism; however, as I assess the true costs of high-quality external programs, it appears that university coffers over the next decade can never furnish the dollars required. Protagonists will do well to turn to state legislatures and to the United States Congress for supplements. That route leads through politics of a classic character. I submit that without such politics, externalism will be a greater bane than blessing.

In closing, I point out that I am bullish on the brokerage role. I have seen the approach produce some modest results. I have seen it fail more often, but that must be expected. A brokerage role is bound to be baffling for education professors who are in nongraduate school company three fourths of their time.

13 Development by Discussion

Any substantive meeting of academics overreaches the agenda and takes on a character of its own as it develops direction, turns up new ideas, sifts out points that deserve special emphasis, refines definitions and concepts and clarifies misperceptions. These summary paragraphs capture some of the discussion that flowed from papers. They set in place more firmly some of the foundations on which recommendations for future action can be constructed. Exchanges among conference participants are not reported in sequence but are organized around several major headings that encompass many of the points developed in reaction to the papers. Under the heading "Clearing the Crystal" those topics that sharpen the grounds for agreement and make distinct the scope of difference are treated. "Range of Resources" reflects the exchanges on traditional and nontraditional programs, as well as the new ideas they generated. "Lines of Linkage" captures many of the observations about cross-over relationships among the community colleges, graduate schools and other education-related organizations. The final section, "Making Room for Change," reports ideas about how some of the needed developments can be supported.

CLEARING THE CRYSTAL

It was the quotation offered by José Perea that gave the endorsement of wisdom to this task:

Que en este mundo traidor
nada es verdad ni es mentira
todo es según del color
del cristal con que se mira.

[In this treacherous world nothing is truth nor is it falsehood, everything is as the color of the crystal with which you view it.]

One "crystal" of information that presented an enigma is found in the survey report developed by McCabe. The low evaluations given by respondents to competence in one's field and the value of research (items 13, 16, 19) seem to represent extreme judgments. Several discussants felt a likely inference is that these two factors are well taken care of by conventional forms of preparation and the responses represent an absence of concern, recognition of a level of adequacy, rather than a reduction in their significance.

There was evidence throughout the discussion that easy acceptance of conventional wisdom misleads those who observe the graduate school, as well as those who look at the community college. The persistent symbols attributed to the graduate school—preoccupation with research, rigid disciplinary views, Ph.D.'s of single competence—are overdrawn or outmoded. In the words of David Sparks these are "the ghosts of 20 years ago"; most present-day graduate departments are something quite different. Richardson found those outside universities often "criticizing these institutions for failing to do some of those things that community colleges should be able to do for themselves." For the community colleges a slow acceptance by faculty at 4-year institutions of the full meaning of an "open door" college is now complicated by the community colleges' undertaking an even more extensive mission, which reaches beyond the structure of graded, certified, and age-specific schooling.

Between the graduate school and the community college there is a reality of two different structures. These will not change but must be incorporated as a part of any plan that aims at a cooperative effort. The graduate schools of major universities are not coherent hierarchies but loose confederations of departments with some interspersion of schools or colleges. The independence and initiative of faculty members organized into departments that are both disciplinary sectors of knowledge and administrative units is fundamental to the university. These disciplinary departments are not only "bastions of the status quo" but also "staging areas for change," as William Taylor aptly stated. The role of the disciplines is seriously misunderstood by emphasizing only the former aspect and overlooking the possibilities of the latter. Only when this misunderstanding is corrected can pathways lead to new degree programs, to more attention on the part of professional associations, and to coordinated efforts within the graduate school. The community college

with its hierarchical organization, managed operations, and concentration of initiative at the administrative level presents an unfamiliar configuration to discipline-oriented faculty. It is against this background that one finds a partial answer to what Richardson called the "unarticulated question": "Why should the graduate schools do anything other than what they now do?"

Critics from the community colleges reflect their own tradition of responding quickly to public needs in their expectations that graduate schools will respond immediately to their needs for specially trained faculty. For their part, graduate schools, having found their degree holders acceptable to industry, government, and the academic world, hold the plausible expectation that slight adjustments via on-the job training will yield satisfactory outcomes for the new constituency—community colleges. Nevertheless, McCabe makes the point that the particular staffing needs of the community colleges are very real and are developing the persistence of a trend, a trend that must be met. Commitment to the open door has brought into the community college students more diverse than those found in any other set of institutions, even including the public school structure. Furthermore, broad commitment to the interests of the community has generated requests for training programs in the 2-year colleges that answer the needs of various agencies and individuals alike in that community. With the new range of students and programs comes the inevitable need for new instructional modes and faculty. At best, graduate school efforts answer only a part of these requirements for a particular kind of faculty preparation, and it is not the part that promises greatest growth.

The number of faculty candidates from junior and community colleges who will or can participate in training or study programs is a matter of crucial importance. Projecting from assumptions that are very close to the existing conditions, Cartter found the numbers of new teachers needed by community colleges, particularly new teachers with Ph.D.'s, to be very modest indeed. But the numbers rise quickly if one adds a few new assumptions touched on in the papers and elaborated in the discussion. In-service training for just about all faculty members will be required for approximately 10 years to meet fully the needs of new clienteles. Nonteaching professionals and specialists of all types constitute an essential part of the community college structure and sound preparatory work for each group is required. Within community college faculties there is flow, in and out, quite apart from retirement, generated by people returning to practice and practitioners moving into teaching. This group, too, becomes a candidate for education. And there is an urgency to this need for programs that will provide education on terms useful to the community college. As Richardson notes, student bodies are changing

and the faculty are tenured into their present positions. Or again, Harcleroad observes that we have only 10 years in which to identify, design, and execute programs that will meet these conditions. The universities, out of respect for tradition, may have first option on meeting these problems, but without a more effective response than present practices provide, they will not hold that option long. What the educational universe of the community colleges requires of universities is a long-term commitment to continuing education and professional preparation that will meet 2-year college needs wherever they may lead.

RANGE OF RESOURCES

Part of the reason so few opportunities appear in universities under the identified heading of community college staff development options is the lack of educational resources in an elementary sense. Organizational units and programmatic concepts, not merely funding resources, are needed to support a full commitment. The conference papers explored this issue under the headings of "nontraditional" and "traditional" forms of response; the ensuing discussion followed a similar pattern. The nontraditional approach has raised some skepticism. As Richardson asked, "How many are real alternatives?" The doctor of arts modifies tradition very little and the extrauniversity degree programs show strong imitative strains. Some of what has been identified as nontraditional study is, in fact, the kind of on-site contribution to professional growth that every community college should be doing. While there are good nontraditional programs soundly conceived and effectively operated, no one approach has struck the magic spark that seems to be needed in the field.

In the traditional setting more is being done to meet the needs of the 2-year college faculty member than the casual observer might expect, but there is still a generous measure of skepticism. And the issue has roots in a basic question, as posed by Taylor: "Given the diversity in the community colleges, should these institutions look to universities for all of the training and retraining they require?" While substantial contributions can be made, graduate schools cannot be expected to produce the "whole man" as the community college defines him. Beyond conducting programs of study and institutes or workshops, there are still other areas in which graduate schools can make contributions. As Haight and others noted, "research answers questions" and there has been too little disposition to address questions of learning and instruction in terms that will allow the graduate school to formulate research-based answers. Also, certification, the formal power to recognize that resides in the graduate school, is likely to remain. Kugler pointed out that some contracts and

codes emphasize formal credit and degrees as a basis for rank and salary scales. From the papers, and even more from the discussion, it became clear that no single organizational structure or programmatic design has given clear evidence of superiority. Further, it is clear that no combination of approaches, traditional or nontraditional, can yet provide the variety of options to satisfy current and future needs of staff development in the community colleges.

LINES OF LINKAGE

Just below the surface during much of the discussion lay two questions. Do universities know what community colleges do? Are community colleges aware of what graduate departments could do? As Tillery noted, a substantial reservoir of goodwill waits behind both questions to be tapped by new forms of association.

Two new avenues of exchange are required: one that will raise awareness and understanding and, less obvious but more important, one that moves toward joint decisions that can produce programs of action. Both pathways of interaction between community colleges and graduate schools are imperfectly defined and maintained with difficulty, primarily because there is no strong precedent or continuing tradition.

At first glance the idea of raising awareness may appear to be a mere echo of the conventional plea for "more communication." In this case, however, the plea has quite specific origins. Graduate faculties have no easily accessible means of observing what goes on in the community college, and they cannot trust their own personal experience which is largely drawn from 4-year programs. Community colleges, as Richardson and Anderson pointed out, often approach the graduate school seeking assistance with a broad gauge problem. For example, the relationship between learning theory and instructional technology includes essential topics that are scattered across several departments and among schools in most universities. The graduate school *qua* graduate school is incapable of a single direct answer to such questions.

It became increasingly clear in the course of the discussion that finding new crossovers for communication and new avenues of professional linkage may be even more important at this stage than the ingenious invention of new programs of study. There are some patches of promise on the academic scene, and Taylor observed that professional societies are once more directing their attention to pedagogical issues after almost 25 years of preoccupation with research and subspecialization within the disciplines. The possibilities of exchange professorships were raised along with briefer visitations among the faculty and staff of the two kinds of

institutions. The possibilities are rich if only one keeps in mind that the purpose is to sense the fundamental goodwill, add accuracy to the observations of both parties, and cultivate the kind of mutual respect upon which sound academic programs must be based.

More difficult and time-consuming is the task of establishing lines of linkage that will produce programs of action. There was wide agreement among the discussants that administrative summit meetings between community colleges and graduate schools would have very limited results unless a richer network of involvement in both institutions was achieved. How fundamental this task is was demonstrated by discussion of the role a school of education might play. At first glance, education appears to be a natural home for community staff development programs. Haskew's paper and rejoinders to it made plain that the education school may have a large share of the important resources and could be a home base for some programs. However, it would be denied the singular leadership role by the very nature of the graduate school, which emphasizes the independence of colleges and their component departments.

In the present climate one of the more promising avenues to action lies with interpersonal relationships. In some cases these contacts are highly entrepreneurial depending on the ingenuity of a single professor who calls together from various departments the resources needed to run a program. The creation of intermediary roles by joint appointments is another mechanism that adds power to personal influence. The brokerage role on either an interdepartmental or intercollegiate basis, depends again on the personal efforts of an individual who can channel resources in new directions.

Lines of contact that build on fields of knowledge show evidence of producing successful exchange between graduate departments and community colleges. Sometimes these associations begin with short-term workshops involving faculty members from similar subject areas and then ripen into regional or statewide professional associations. Cosand, Taylor, Green, and Haight all reported good experience with this approach. The discipline is such a fundamental link to student learning that most efforts in this direction eventually lead to professional societies, as Phillips pointed out in her paper and as the discussion developed more fully. Physics, chemistry, history, and the humanities give clear signs of interest. Even more rapid progress might be made in this area if a group of community college presidents were to appear on the programs of professional associations at their annual meetings.

Although the idea of formal associations at institutional levels did not generate high enthusiasm in the discussion, it was not discounted altogether particularly as a first step to other kinds of exchange. Cosand cited associations of community colleges and universities in two states

that were gradually developing effectiveness. Possibility of leadership exercised by statewide coordinating or governing bodies in this area were also noted. Finally, the possibilities of collective bargaining contracts as a medium for installing flexible and comprehensive staff development programs were discussed at some length.

In summary, while there may be no single program on the current scene that answers staff development needs of community colleges effectively, a number of parallel paths exist that lead toward sound outcomes and mutual understanding. This is a time, too, in which a thoughtful paper or two from the academic fields about alternate means for preparing, renewing, and updating teachers in the disciplines would have special value, as Tillery pointed out.

MAKING ROOM FOR CHANGE

Patterns of professional development as new as those under discussion require the "risk capital" of education—new resources of professional time, specialized personnel, and support services. By increasing the attractiveness of the institution to new students and cutting attrition of those already enrolled, this may even yield shortrun returns of a direct sort. Case and Tillery cited evidence of these effects in California. Needed resources always translate conveniently into dollar terms, but the quality of what these funds are used for and the terms on which they are required must be weighed. They will have to be developed, as all other fiscal support has been, by realignment or combination of what is in hand or by inputs of new funds. As Green noted, personnel shifts and minor organizational changes can signal a beginning. Combining funds already dispersed across the institutional budget into a fund identified for faculty development would, as McCabe and Sparks observed, provide an additional step. In active community colleges this might turn out to be as much as 6 percent of the budget, according to some estimates. There was a feeling, however, that financial support for the kind of program that has been under discussion might run as high as 10 percent of a system budget, which would certainly require supplementation from extrainstitutional sources. In some cases requests for state funding could be justified by the prospect of increased efficiency in the use of faculty. Another encouragement for earmarked funds devoted to faculty development has come in recent collective bargaining contracts. At Chicago City College and City University of New York, provisions for professional updating or retraining have been included in the contract.

Nationally, federal funding may play the crucial role. During the initial years of doctor of arts programs—Michigan was the case cited in point—

fellowships made it possible to select those students who would benefit most from the program. The rationale around which recommendations for federal support might be developed has special importance. With experimentalism and human development programs falling to low priority, the most likely justification for federal support would have to emphasize retraining people whose disciplines are no longer in demand, thereby contributing to general professional effectiveness. There is precedent for this in the Manpower Development Training Act and evidence of the need in the sharp enrollment declines in fields such as social sciences and languages. Under such an approach it would also be possible to develop options to serve new 2-year college constituencies. This mode of approach would probably win approval beyond the educational community and draw cooperation from national labor associations and the professional units of AAUP, NEA, and AFT, as well as the discipline-oriented associations. The logical place for such legislation is within the sections of the Higher Education Act amendments as they develop over the next several years.

Occasionally, discussion of the most fruitful directions for development of university–community college relationships brought speculation on deeper issues. These issues now lie just over the horizon of immediate practical concern but they are significant to the whole profession. How do individuals develop throughout a professional lifetime as persons, teachers, and scholars? How are coherent career lines identified and to what degree are these aided or impeded by specialization in a discipline? On the institutional level there is a growing concern as to how graduate schools, which have achieved a high state of excellence by their capacity to speculate with intellectual vigor and investigate with precision, can translate these talents into an exchange that will anticipate problems as they emerge and offer sources of guidance to practitioners. Finally, the versatility of the disciplines to address problems of learning must be restored to a balance that carries wider benefit for all branches of the academic profession.

14 From Talk to Action

There are several indications that the conference described in this volume served its purposes well. For the first time, a group was convened that represented both graduate schools and community colleges. The persons assembled engaged in full and frank discussion of a long list of critical issues and provided a foundation on which further actions by community colleges and graduate schools can build.

But knowledgeable persons in higher education know that conferences, in and of themselves, do not automatically generate positive change. They are helpful in identifying issues, illuminating the nature of these issues, and suggesting ways to progress. Determining whether the suggestions are sound and will effect beneficial results, however, requires action in the field—in this case, in the community colleges and the graduate schools.

What understandings will strengthen community colleges and graduate education in their drive to greater effectiveness in the educational enterprises they represent? What actions seem to be most promising to develop these understandings and to translate them from concepts to practices in the community colleges and graduate schools? The conference record suggests that substantive answers to both questions exist. Improved understandings that cut in several directions are needed—understandings among the community colleges as a group, among the graduate schools as a group, and among the community colleges and the graduate schools. Actions following and built upon the improved understandings will be most helpful.

CLARIFICATION OF COMMUNITY COLLEGE FUNCTIONS

An issue that surfaced early in the conference discussion bears heavily on the essential purposes that community colleges seek to serve: Should these institutions concentrate their full resources on providing instruction and related services to students, or should efforts be made simultaneously to provide programs to improve directly the effectiveness of their professional personnel (instructors, counselors, and other educational specialists) whose duties in the community college require advanced specialized knowledge? While awareness of this issue obviously influenced the posture of both the community college and graduate education representatives engaged in the discussion, the wider ramifications were not really examined carefully and fully.

Yet, if clarification of institutional purpose contributes to more effective institutional action, a closer examination of the issue is needed. The way that it is resolved will have serious consequences for both community colleges and graduate schools. Community colleges now serve as agencies for direct delivery of postsecondary educational services of less than professional level. If, however, these colleges are also to serve, in whole or in part, as professional schools (as extensive development of programs to upgrade their professional staff members would make them), new consequences would develop. At present, some community colleges evidently sense a strong pressure to establish "in-house" staff development programs of extensive dimensions. This, they profess, is needed to fill the vacuum existing in the availability of services from other agencies and to avoid depending on those sources that, in the view of these community colleges, are producing personnel not truly attuned to community college professional performance requirements.

CLARIFICATION OF GRADUATE EDUCATION FUNCTIONS

Another issue that came to the fore early in the conference—indeed, even in its planning stage, as the minutes of the advisory panel show—pertains to the mission and responsibility for service of graduate education. Just as the function of community colleges was a subject underlying much of the discussion, this analogous issue for graduate education influenced the discussion consistently, but was not fully examined: Is university-based graduate education obliged to provide programs for all personnel whose functions call for advanced specialized knowledge (including professional staff in community colleges), or only for those working in selected fields (e.g., university teaching and research)? Implicit within this question are several subquestions: Do graduate schools have an obligation to serve the

needs of professionals who wish to study on a part-time basis? In locations away from a main university campus? On topics of special interest to those professionals after they have completed a terminal academic degree? Again, a more complete clarification of these questions will serve to sharpen the concept of graduate education and clarify the expectations of those engaged in it as well as of those outside.

COOPERATION FOR GREATER UNDERSTANDING

Although neither of the foregoing major issues concerning the roles of community colleges and graduate education was fully aired, discussion was sufficient to show some consensus of opinion. Considerable readiness was expressed on the part of both groups to act jointly to improve the current level of agreement on relative institutional roles. The community college representatives generally seemed to want their insights and expectations for staff development accepted and acted upon by the graduate schools; they did not appear overly anxious to assume the task of personnel development themselves. Graduate education representatives strongly indicated a willingness to promote closer associations with community college leaders to institute new, and improve existing, approaches to development of professional staff for the community colleges.

The discussion showed clearly, however, that the basic premise of the conference remains true: Insights and experiences are only minimally shared between community college and graduate education. All concerned continue to state that closer and stronger work in their common behalf is needed. In this effort, furthermore, both need to work to achieve for each other "keys" to needed resources to support other positive actions.

Some actions to improve mutual understanding that might be taken by community colleges and by graduate education as separate enterprises and by the two groups jointly are discussed below.

Actions by Community Colleges

1. The community colleges can help graduate schools by defining problems of staff development to the graduate schools in terms that will allow the graduate schools to approach them and that will allow answers to be immediately applicable to the community colleges. This is not now happening. The community colleges contend that they have defined their staff development problems. This is true in part, but the definition has not specifically been directed to the graduate schools or directly communicated to them. More specific action should no longer be delayed.

2. Community colleges can make stronger use of specialists in community college education on the faculty of graduate schools of education. In this their college of education colleagues can help to establish liaison with graduate faculty in other departments and to serve as coordinators of comprehensive projects, including research and development projects that address staff development needs and can lead to broader aspects of institutional improvement. Further, community colleges can deliberately seek to bring these graduate school representatives frequently to their campuses for on-site efforts to formulate new programs that will strengthen the community colleges.

3. Several factors support a proposition that the community colleges have the greatest ability to generate funds and to provide related resources, such as physical facilities, for continuing professional development of their personnel. A growing number of community colleges are providing a set percentage of operating funds for staff development; faculty collective bargaining contracts show increasing attention to agreements that provide institutional funds for this purpose; commitment of institutional space and, to some extent, instructional equipment and other supporting resources is an established practice in community colleges cooperating with various "field-based," graduate-level staff development programs. All of these efforts can be augmented to enhance the possibilities for greater community college use of graduate programs.

4. By virtue of their relatively close ties with local communities, community colleges have the opportunity to build on the growing trend of making career training for all persons in the community "a counseling operation." In so doing, they can involve more graduate school personnel as resource specialists.

Actions by Graduate Education

1. Although some significant changes are evident, much indifference remains in the general concern of graduate school faculty for community colleges, as well as limited or wrong understanding of these colleges on some key points. When, for example, graduate faculty members continue to refer to community colleges as "junior colleges," they reflect a professional distance from current reality both in their attitude and in the currency of their information. Consequently, it is understandable why many people engaged in community college education have concluded that, "the graduate schools do not understand what we are doing and so cannot be of help to us in strengthening capabilities of the staff we employ."

Somewhat the same result comes when graduate school personnel

decry or deprecate the drive among community colleges for help in moving faculty and other professional staff to greater levels of effectiveness. Two responses are generally expressed by graduate faculty when community colleges state their need for staff who can relate more sensitively and effectively to students in the full range of diversity that they bring to the colleges: (1) This kind of exercise is futile and any hope to achieve success in it is naïve; that is, "teaching is an art," or "human relations are felt not learned." (2) Concern for effective student—instructor understandings in the learning process are no more difficult or desirable in the community colleges than in the baccalaureate colleges and the graduate schools.

Such attitudes are wrong. Corrective action would best be initiated by the graduate schools themselves and strengthened by strong involvement of community college personnel. The action called for is an "in-service staff development program" for personnel in graduate education aimed at developing better appreciation of the community colleges as institutions and of the student–faculty relationship in the learning situation typically encountered in these institutions. Both administrative personnel (graduate deans and deans of colleges with graduate departments) and the teaching faculty (department heads and faculty) should participate in such a program.

2. One among many possible outcomes of such an "in-service" staff development program for interested graduate faculty can be a focusing of more graduate research efforts, including doctoral dissertation studies, on the learning process of interest to the community colleges. The need for such an expanded knowledge base for strengthening the instructional program was voiced recurrently during the discussion. Some participants from the graduate schools had excellent illustrations of the practices at their institutions. The graduate schools, perhaps under the leadership of the Council of Graduate Schools in the United States, could stimulate much more action along these lines; in this effort the fullest possible participation of community college personnel should be encouraged.

3. Graduate education interests and those of the major professional associations representing the subject matter disciplines are closely interrelated. Recognition of this fact prompted conference participants to note the potential leadership role that the graduate schools can play in urging the professional associations and the community colleges to become more closely involved in staff development programs. The even greater challenge of such action leading to a three-cornered attack on community college staff development needs—involving the graduate faculty leaders, the professional associations in the disciplines, and such national associations as the AAUP, NEA, and AFT—was also identified. Here again,

however, the question of a promising initiating agent was left vague. The inference is clear that an initiative by graduate education on behalf of the community colleges would be more productive than one either by the community colleges or the professional associations, both of which would consequently appear to be self-serving. The Council of Graduate Schools may wish to consider possible moves on this point.

4. Action is also needed to stimulate graduate education's attention to updating professional workers who have completed advanced degrees. The standard approach to such updating, whereby the individual is encouraged to return to the university for "more advanced course work," has not proved effective. Indeed, most graduate programs are perceived in the community colleges as irrelevant to this problem. To change this negative posture, the problem must be examined in depth, in the hope that major innovative ventures might evolve.

Actions by Both Parties

One participant aptly concluded that "No single organizational form exists within the universities or the junior-community colleges to meet the problems." When the subsequent question was posed—"How can community colleges help graduate schools and use them in developing such organizational forms?"—a number of possibilities were noted for joint community college-graduate education action.

1. If the call for a deepened dialogue between graduate education and the community colleges is to be heeded, graduate education and community colleges must reserve more time and energy for this purpose. As a follow-up to this national conference, we propose that a series of regional and perhaps state-level conferences of the same type be organized. Beyond holding such conferences and short-term institutes, however, operational linkages must be continued.

2. A number of university graduate schools should be encouraged to organize major staff development programs with nearby community colleges. Perhaps as many as 12 or 15 such consortia should be organized and supported to formulate and test a variety of staff development ideas.

3. Given that faculty in community colleges and colleagues in the graduate disciplines need more professional interaction, it is natural to expect that programs of faculty exchange should develop. To date, this concept has been implemented only on a trial basis, but the case for it remains compelling. If a number of graduate schools were to formulate and launch a coordinated effort in such a faculty exchange program, given substantial financial support by a national foundation,

success might be achieved. The Council of Graduate Schools should consider an initiative in this direction.

4. Finally, the graduate schools and the community colleges must take joint action for a new program of federal support for strengthened staff development for community colleges. The Council of Graduate Schools, in cooperation with the AACJC, might take the lead in pressing for this new federal initiative.

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NATIONAL BOARD ON GRADUATE EDUCATION
PUBLICATIONS

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1. *Graduate Education: Purposes, Problems and Potential*, November 1972, 18 pp.
2. *Doctorate Manpower Forecasts and Policy*, November 1973, 22 pp.
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